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# An Analysis and Appraisal of Induction Programs for New Elementary School Teachers with Reference to the Development of a Program for Chicago

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AN ANALYSIS AND APPRAISAL OF INDUCTION PROGRAMS  
FOR NEW ELEMENTARY SCHOOL TEACHERS  
WITH REFERENCE TO THE DEVELOPMENT  
OF A PROGRAM FOR CHICAGO

by

Marion Benedict Amar

A Dissertation Submitted to the Faculty of the Graduate School  
of Loyola University in Partial Fulfillment of  
the Requirements for the Degree of  
Doctor of Education

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## LIFE

Marion Benedict Amar was born in Chattanooga, Tennessee, October 7, 1911.

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## CHAPTER I

### INTRODUCTION TO THE STUDY

#### A. Purpose of the Study

The purpose of the present study is to evolve a suggestive induction program for new and beginning teachers in the Chicago Public School System. An attempt will be made to outline a philosophical framework for such a program, to indicate the administrative agencies which would be involved, to suggest functions which each agency might perform together with techniques to be used, and to recommend methods of coordinating the program.

Several contributing factors must be investigated in approaching the development of an induction program for new and beginning teachers in the public schools of Chicago. The major problem of this study may be resolved by finding specific answers for the following questions:

1. What are the needs which new and beginning teachers in general have indicated as most typical and most pressing in their adjustment to their profession?
2. What are the methods of meeting these needs in representative school systems?
3. What is the background of induction practices in the Chicago school system?

4. What are the felt needs of newly assigned Chicago elementary school teachers as indicated by representative groups of these teachers in attendance at orientation classes conducted in the elementary school districts of Chicago?

5. By analysing and interpreting the replies of these teachers in the light of research findings, how may (1) the central school administration, (2) the teacher-training institution, (3) the regional school district, and (4) the local school-community best meet these needs?

#### B. Background of the Problem

Among the problems demanding increased attention during this time of rapid expansion of the schools of America, none is more urgent than the problem of developing efficient and economic plans for staffing the schools.

In addition to normal accretions of new faculty personnel to school systems made necessary by deaths, resignations, and retirements, are increases of staff resulting from the operation of social and economic factors and the changes in the nature of education. The Chicago Public School system has been markedly affected by these factors. Due to economic and social change, population shifts from other parts of the country have brought more children into the Chicago schools. Soaring birth rates have created further increases in school enrolments. At the same time, experienced teachers have been drawn into industry and war work in great numbers. These several factors have operated to reduce the supply of experienced teachers in relation to demand for their services.

On the other hand, increased recognition of the teaching profession

as a career, stepped-up recruiting, and the trend toward salaries comparing more favorably with those in other occupations, have made teaching position more attractive to larger numbers of college graduates and thus have tended to ameliorate the shortage of teachers.

Immediate assignment into a Teachers' Reserve Group which provides regular work with salary increases, sick leave and tenure, as contrasted with the former practice of requiring a long period of service as a substitute without these benefits, has become an important means of attracting and holding interest in teaching in the Chicago system.

Within the school system, major changes have necessitated increase teaching personnel. Class loads of individual teachers have been reduced. Further reduction of class loads has been effected indirectly with the augmentation of special pupil services. The status of some teachers whose class loads were formerly distributed among the general staff of a school has been changed. As "freed" teachers, the adjustment teacher, the teacher-librarian, and frequently the home mechanics teacher, are assigned to a school without reference to the teacher-pupil ratio, thus in effect, providing fewer pupils per regular classroom teacher.

Another innovation in school policy which has important implications in the present study is the broadened basis for granting teaching certificates in the school system. Graduation from the local teacher-training institution is no longer a prerequisite for obtaining a certificate to teach in the public elementary schools. Certificates are awarded on the basis of competitive examinations to properly qualified graduates of any

recognized institution.

Due to these various considerations the schools have been called upon to add large numbers of new and beginning teachers to their staffs, thus creating the major problem of absorbing many inexperienced teachers of all types of training into the schools with the least adverse effect upon the educational program.

One of the most effective means to accomplish this assimilation is a planned induction and orientation program for new teachers to be conducted by the system as a whole, and by the individual school-community to which the new teacher is assigned. A smooth transition for the teacher from the state of inexperience to that of experienced competency as an integral part of the school contributes greatly to the continuity in educational philosophy, policy, aims, and objectives sought by the school system.

The growing need for induction and orientation programs for new and beginning teachers has been reflected in the literature and in research within the past ten to fifteen years. Prior to that time the problem was considered only incidentally in textbooks more concerned with teacher training, or in books on administration under problems of teacher personnel recruitment, selection, assignment, and in-service training. At the present time the Education Index has not recognized the term by cross-indexing titles under either Induction or Orientation.

It is becoming recognized in teacher-training institutions and elsewhere, that the job of teacher training is not finished when the institution graduates prospective teachers. Nor will constantly refined methods of

selection and assignment by school systems guarantee completely satisfactory placement and adjustment of teacher personnel. The beginning teacher is prevented by lack of experience and by the bewildering assault of a multiplicity of new reactions to his experience from making more than a tentative self-adjustment during his initiation in his first job.

It is usually taken for granted that the period of transition while a beginning teacher becomes a veteran teacher is a time to be endured patiently by all concerned. Mainly by the process of trial-and-error, the tyro teacher adapts whatever he has learned in education courses to his specific class until he achieves that elusive but indispensable assurance which comes only with experience. Unfortunately, some potentially good teachers become discouraged and drop out because of a lack of guidance.

While almost everyone in education has at some time traversed the same path to competency, the thought of erecting suitable road signs and directional markers for the new teachers' guidance has not been systematically put into execution. The reason for this state of affairs is not hard to find. Each school employing beginning teachers has in a measure done whatever it appeared necessary to do in the orientation of its new employees. This help has been sporadic, and has been often only very rudimentary. Rarely does it follow an efficiently organized plan. The veteran teacher is willing to offer assistance, but because he is a veteran he is removed personally from the problem, and even though he has experienced the same needs in the past, he has grown away from them. He has forgotten, in his maturity, the problems of the beginner.



In spite of the multiplicity of factors pertaining to the adjustment of teacher to school, many of them differing from school system to school system--indeed, from school to school, and from room to room--many problems are common to the lot of all beginning teachers and can be identified in order that general solutions be suggested. In the final analysis, any general plan devised to aid the beginning teacher will have to be interpreted in terms of the needs and the resources of the individual school.

### C. Basic Assumptions of the Study

It should be recognized at the outset that the statement of felt needs at any point in the beginning teacher's career is relative to the stage of that career at which it was obtained. Thus, any statement has only a transient validity. Needs in many areas can be adequately met only with experience which the teacher must acquire personally. Many of the needs are the unarticulated needs which are recognized only vaguely by the teacher as disturbances. Some important needs may not be recognized by the teacher at all.

While all these conditions may be true and present, and will be taken under consideration in the study, it is felt that the most important phase to be considered is the alleviation of the expressed needs at the time they are encountered, even though they may have a tendency to disappear with experience. The pressure of these disturbances to the teacher may be out of all proportion to their importance. With satisfaction reached at these points, the teacher should tend to grow professionally at a greater rate.

The use of a questionnaire administered to these beginning teachers to acquire the type of information sought is a recognized technique. It is in keeping with democratic practices in educational administration that in formulating a program of induction for new teachers, the advice and opinions of this group, as the affected group, be considered as basic.

#### D. Definitions

Beginning teachers are considered to be those who come to the system directly from a teachers college or a liberal arts college with certain required education courses; they have had no previous teaching experience other than practice teaching, cadet service, or substitute experiences.

New teachers are considered to be those who have had teaching experience elsewhere than Chicago, or, Chicago teachers who have transferred to new teaching situations or to different schools.

Newly assigned teachers as treated in this study may come from either group mentioned above.

The term induction is used to denote any actions on the part of school personnel intended to introduce the new teacher to, or to initiate them in, the processes and functions of a school.

The term orientation is used to indicate the teacher's personal adaptation to these processes and functions.

The acts of induction and orientation may overlap at many points.

#### E. Limitations of the Study

It is the purpose of the present study to treat only such problems as can be handled administratively by executive personnel of the school

system. It is not the aim of this study to evolve an objective procedure or pattern to be followed literally by all schools in the system for all individuals. Many phases of an induction process are singular and individual, and only understanding and sympathetic guidance by responsible leaders can adequately alleviate certain needs.

The conclusions reached must be recognized as tentative and suggestive. They may serve as a basis for the solution of problems common to beginning teachers and may have possibilities of expansion and refinement.

#### F. Procedures Used in the Study

The following procedures have been used in this study:

1. A survey and analysis of the literature pertaining to induction and orientation of new teachers. This includes studies of the problems which new teachers face early in their careers, and practices which have been set up by various school systems to relieve or solve these problems.

2. A survey of local school records and directives to trace the historical development of Chicago's induction practices.

3. Interviews with administrative officials of the Chicago Public Schools to determine present practices and trends in induction procedures.

4. A questionnaire study involving all teachers recently assigned to the Chicago Public Elementary Schools and attending Chicago Teachers College course, Education 363, "Orientation to Elementary School Teaching," during the period, February through June, 1951. This questionnaire, yielding 219 usable replies, was administered personally by the writer, or in four districts where this was not possible, according to his explicit directions,

in each of the nine elementary school districts in Chicago. This was followed by personal interviews with a sample of these new teachers to determine how they would amplify their questionnaire responses.

5. An effort to suggest a program to aid in satisfying these needs. This represents a synthesis of judgments on programs of other systems and of the needs discovered in the existing program. The resulting program, determined by patterns found in the research, concerns the teachers' adjustment to factors in three major areas: (1) in their relations with the pupil and his instruction, (2) in their professional and administrative relations, and (3) in their personal and social relations.

## CHAPTER II

### REVIEW OF THE LITERATURE

The literature pertaining to several areas of educational interests contributes to the solution of problems involved in the induction and orientation of new and beginning teachers. While studies directed toward the identification and solution of the problems peculiar to this study are relatively meager, there is other material which treats of aspects and phases in a tangential manner. The purpose of all material cited in this chapter is to determine either the problems encountered by new and beginning teachers or the attempts being made in practice to minimize or solve these problems.

The beginning teacher is the concern of many agencies. In his recruitment the resources of vocational guidance, with its techniques of diagnosis and prognosis, attempt to assess his potential qualities as a successful teacher. In his pre-service education the teacher-training institution attempts to anticipate his problems and provide him with the means to solve them. At his graduation, when, presumably, he has acquired a grasp of educational theory, it is the joint aim of his training institution and his employer to see him through the processes of selection, assignment, and placement in a position where he will be able to achieve maximum efficiency in the minimum length of time.

Local school administration becomes the judge of his adequacy as a teacher during his probationary period. Here, the corps of supervisory and

guidance personnel which is concerned with the mechanics of his adjustment, makes attempts to help him shorten his adjustment period by providing assistance and in-service training.

His teacher-training institution, or its counterpart locally, has not completely relinquished its proprietary interest in the beginning teacher, however, since it provides post-graduate opportunities for further education, plans for conferences, and supervised institutes or workshops designed to solve his immediate problems. Many institutions have well developed systems to follow-up their graduates.

Superimposed upon all of these, the work of other agencies is observable. Attempts have been made through research to discover techniques which will aid in the understanding of problems in teacher personnel, group counseling, teacher internship, teacher morale, classroom instruction and management, promotions, teacher turnover, and in other related fields. While these studies may or may not be concerned directly with the beginning teacher as such, their import cannot be divorced from aspects of teacher adjustment that intimately affect this group.

The major sources of information readily pertinent to the present study appear to be as follows:

1. Research aimed directly at the induction and orientation of new teachers.
2. Literature pertaining to limited phases of the recruitment, training, and internship of new teachers.
3. Specific administrative patterns of practices in the selection, placement, and training of new teachers.

In the remainder of this chapter a section is devoted to each of the sources mentioned.

#### A. Studies Concerning Orientation and Induction

This section contains two distinct subdivisions. In the first subdivision, studies relating to an identification of the most common difficulties faced by new and beginning teachers will be investigated. In the second subdivision, studies relating to means taken to overcome these difficulties will be investigated. Some investigators treat both phases of the problem in the same study. However, for purposes of clarity and organization each phase will be considered separately.

##### 1. Difficulties of Beginning Teachers

In 1930, Barr and Radisill<sup>1</sup> published the results of a follow-up study made of difficulties encountered by the graduates of the 1927-28 class at the University of Wisconsin who became teachers. A varying number replied to questionnaires submitted at three points in the early careers of these teachers. One hundred forty-eight responded during the first two weeks, 120 later in the semester, and forty-three during the second year. During the first two weeks the problems of greatest frequency in order of

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1 A. S. Barr and Mabel Radisill, "Inexperienced Teachers Who Fail and Why," The Nation's Schools, V, February, 1930, 30-34.

severity<sup>2</sup> were found to be those relating (1) to pupil control, (2) to motivation, (3) to individual differences, (4) to organization of work and materials, and (5) to conditions for work. The only significant difference noted in the listing later in the semester was that pupil control was replaced by individual differences as of greatest concern. By the second year, individual differences still presented the greatest difficulty, followed by organization of work and materials, motivation, conditions for work, and pupil control.

This variation points up a psychological consideration which must be taken as extremely significant in the premises of the present study. The felt difficulties of novice teachers may not be their actual ones. This, however, in no way minimizes the necessity for discovering and recognizing these exaggerated concerns. On the contrary, it should increase the motivation of responsible agencies in smoothing out these blocks which beset the beginner. The transient character of many of the problems must be recognized. They may be eliminated with the acquisition of experience and the rounding-out of an integrated teaching personality. The maturing process determines the quality and direction of the product. Positive help in the teacher's probationary stage can hasten maturity, reduce the number of warped teaching personalities, and prevent many unnecessary failures in the profession.

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<sup>2</sup> In considering this study and the others to follow, only the first five difficulties of greatest concern will be listed.



A study by Johnson and Umstattd<sup>3</sup> in 1932 polled 119 school superintendents in Minnesota in an attempt to discover the difficulties of teachers. This represented an oblique approach to the problem which should properly have sought answers from teachers themselves. The findings however, do not differ materially from the expressions of the teachers in the majority of studies. The superintendents found beginning teachers most deficient in the following areas: (1) adequate knowledge of pupils, (2) adequate teaching procedures, (3) the use of modern methods, (4) the ability to adapt subject matter, and (5) the possession of general and specialized scholarship. The last area is the only one mentioned which does not occur in other studies reviewed.

For almost a decade after these studies, concern for orientation programs seems to have languished. This was no doubt caused by the economic situation in the United States which saw a period when there were few new teachers. The teaching profession became relatively static and its personnel remained relatively mature and experienced.

Bussard in 1937 attempted to investigate the problem again.<sup>4</sup> He made a study involving beginning teachers and their principals, totalling ninety-seven, throughout Texas, by comparing their respective points of view and their reactions to common teaching situations. He found that principals

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<sup>3</sup> Palmer O. Johnson and J. G. Umstattd, "Classroom Difficulties of Beginning Teachers," School Review, XI, November, 1932, 632-686.

<sup>4</sup> Robert E. Bussard, "How the Principal Aids the Beginning Teacher," Texas Outlook, XXI, August, 1937, 38-39.

and teachers in general recognized the same problems. The problems most frequently mentioned were, in order of severity: (1) difficulty in teaching the retarded, (2) the lack of initiative in the children, (3) individual differences, (4) inadequate books and materials, and (5) split classes.

Conrad<sup>5</sup> in the same year attacked the problem from the point of view of deficiencies in teacher training programs as revealed by teachers' recognition of their own shortcomings. His questionnaire study canvassed 361 teachers, graduates of the University of California, within their first five years of teaching. They indicated that their needs which were least well met in training were: (1) better preparation in discipline, (2) more supervised teaching, (3) more instruction in other than their major field, (4) more general education, and (5) more methods and procedures.

Merrill in 1939 attempted to synthesize previous findings and apply them to her own study involving beginning teachers in California.<sup>6</sup> This study suffers from the unavoidable circumstances commonly met in investigations of this type. In order to compare data which are similar in intent and yet different in form and presentation, it is often necessary to force individual findings of studies considered into classifications not readily admissible. For example, Merrill in enunciating the problems often used a more comprehensive general statement than found in the individual

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<sup>5</sup> G. C. Conrad, "The Beginning Teacher: His Placement and His Reputation for Teaching," University High School Journal, XVI, October, 1937, 10-22.

<sup>6</sup> Julia G. Merrill, "Professional Adjustments of Beginning Elementary Teachers," California Journal of Elementary Education, VIII, May, 1940, 201-210.

studies she attempted to compare. This expedient forced her to combine specific findings of the studies into her more inclusive general categories. Johnson and Umstattd's second and third difficulties, adequate teaching procedures, and use of modern methods,<sup>7</sup> thus, are both listed under Merrill's category: utilizing productive teaching techniques. This lends to distortion of the original data, and tends to vitiate somewhat the results of the comparison. In this broad area, however, the approaches to the problems are so varied, the classification lines so indistinct, the categories so arbitrary, that some subjective interpretation is pardonable and necessary for coherence in making analytical comparison.

Merrill's own study dealt with 210 beginning teachers in California. She found difficulties which were most frequently listed to include: (1) the attempt to put educational theories into practice, (2) working with two groups at once, (3) the seatwork problem, (4) discipline, and (5) obtaining audio-visual material.

Investigating the likes and dislikes of beginning teachers, Shannon<sup>8</sup> in 1942 working from Indiana State Teachers College, received responses from fifty-six graduates within their first six months of assignment. From a questionnaire study in such areas as teaching, administration, salary and conditions, fellow teachers, pupil relations, community relations, and

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<sup>7</sup> See above, 14.

<sup>8</sup> J. R. Shannon, "What Beginning Teachers Like and What They Dislike about Teaching," Teachers College Journal, XIII, May, 1942, 97-100.

personal considerations, he recorded the following findings: the teachers complained most of (1) having no privacy in the community, (2) the imposition upon them of their time and money, (3) their restricted social life, (4) the difficulty of grading, and (5) their low salaries.

In his study of forty-nine teachers in fifteen Idaho elementary schools in 1942, Tate<sup>9</sup> devoted a part of his investigation to discovering where new elementary teachers experience their greatest difficulty in making adjustments. He ranked their problems in order of frequency and difficulty as follows: (1) those relating to administrative routines, (2) understanding the philosophy of the school, (3) those relating to instructional methods, (4) finding auxiliary materials, and (5) adjusting to the pupils.

Inlow<sup>10</sup> derived his data from an undisclosed number of teachers and investigators of twenty-one counties in Oregon. In results published in 1942, he sought the difficulties indicated by them in rural schools. The findings point up again the difference in emphasis on problems dictated by the point of view of the respondent. The teachers cited the following difficulties as of greatest concern to them: (1) reading problems, (2) pupil behavior, (3) instructional supplies, (4) lack of pupil response, and (5) the schedule. The supervisory visitors listed the following difficulties as observed: (1) in-

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9 M. W. Tate, "Induction of Elementary-School Teachers," Educational Administration and Supervision, XVIII, May, 1942, 383-386.

10 H. E. Inlow, "Problems of Beginning Teachers," Educational Administration and Supervision, XVIII, September, 1942, 411-426.

structional techniques, (2) housekeeping, (3) health and hygiene observances, (4) reading difficulties, and (5) behavior problems. Thus, the teachers listed, with the exception of reading, only non-instructional difficulties. The supervisors listed, with the exception of housekeeping, only instructional difficulties. This difference in opinion further substantiates the need for assisting in the adjustment period of new teachers. Only when such assistance is given can the teacher's concern be placed where it rightfully belongs: in the teacher-pupil learning process, and deflected from distractions of a personal nature.

While not primarily nor exclusively directed toward beginning teachers, a review of research studies in the difficulties of teachers was made and their findings summarized by Hill in 1944.<sup>11</sup> The review was directed toward studies published between 1927 and 1941 on classroom difficulties in which 12,372 teachers and administrators participated. Thirteen of the forty-seven studies dealt with the beginning teacher. Hill met with the same difficulty in synthesizing results as Merrill had in her study. Difficulties, he found, were mentioned most frequently in general terms. He suggested two reasons for this. First, there is a tendency among investigators to include such general problems in their check lists. Second, some writers combine under general headings a variety of specific problems reported by the teachers they canvass. Both of these practices, he said, tend to lessen the value of

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11 George E. Hill, "Teachers' Instructional Difficulties; A Review of Research," Journal of Educational Research, XXVII, April, 1944, 602-615.

research. In his study, Hill tabulated the difficulties of teachers which were most frequently listed among the first six in the several studies. This tabulation resulted in Hill's synthetic listing of the following: (1) individual differences, (2) methods, (3) discipline, (4) motivation, and (5) getting children to participate in activities.

In 1945, Tate, turning his attention to the induction of secondary school teachers in thirty-six high schools in Idaho, contrasted the rank of difficulties as seen by seventy-one teachers and twenty-seven superintendents.<sup>12</sup> The teachers listed as their first five greatest concerns: (1) discipline, (2) teaching outside of their own subject, (3) ignorance of the school's philosophy and objectives, (4) adjustment to other teachers, and (5) housing. The superintendents listed: (1) adjustment to pupils, (2) lack of understanding of the school's philosophy and objectives, (3) guidance, (4) administrative routines, and (5) methods. The only common listing among items considered within the first five as most important by the two groups was the matter of understanding the philosophy and objectives of the school.

An interesting and informative study made by Nemec and published in 1946 was pursued through state records of teachers who had had difficulty in obtaining certification in Wisconsin. Nemec based conclusions on recorded

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<sup>12</sup> M. W. Tate, "Induction of Secondary School Teachers," School Review, LI, March, 1943, 150-157.

<sup>13</sup> Lois Gadd Nemec, "Relationships Between Teacher Certification and Education in Wisconsin: A Study of Their Effect on Beginning Teachers," Journal of Experimental Education, XV, September, 1946, 101-132.

actions of administrative authorities who refused certification to probationary teachers. The refusals had been made after rating on ability to instruct, ability to control, subject matter knowledge, professional interest and growth, and cooperation. In Nemes's view, much of the blame for the failure of these teachers could be attributed to the attitude of the state committee investigating, the undefined concepts of training, supervision and qualification for certification, and the disregard of the personal difficulties involved in the teacher's adjustment.

Morris S. Wallace's "The Induction of New Teachers into Service" was published in three parts in the North Central Association Quarterly.<sup>14</sup> His check sheet was submitted to 136 teachers in attendance at Teachers College, Columbia University. Residence in twenty-seven states was indicated by these teachers but almost 53 per cent of them came from New York or the vicinity. The report, which had previously been submitted as a doctoral study, listed teacher difficulties as: (1) learning administrative routines, (2) evaluating pupil achievement, (3) discipline, (4) conditions of work, and (5) inadequate materials.

#### Summary of Difficulties of Beginning Teachers

The foregoing subsection pertained to studies, the immediate aim of which was to list difficulties, in order of frequency of occurrence and

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<sup>14</sup> Morris S. Wallace, "The Induction of New Teachers into Service," North Central Association Quarterly, XIV, October, 1950, 238-251; January, 1951, 291-309; April, 1951, 381-394.

severity, besetting new and beginning teachers. Twelve studies were reviewed of which one, that of Hill, related only in part to beginning teachers, and one, that of Hemes, yielded no tabular results. Significantly, the first five difficulties as ranked by Hill were substantially the same as those which ranked among the first five of the studies herein reviewed. Inlow's study and Tate's secondary school study presented two points of view, those of the teachers and their supervisors. Johnson and Umstattd's study listed the point of view of superintendents. Bussard combined the teachers' and principals' views. The remainder of the studies dealt with teachers. In the material which could be tabulated, certain conclusions can be noted. The twenty-four difficulties listed can be distributed into three convenient categories: (1) personal and social, (2) professional and administrative, and (3) instructional and pupil concerned, as shown in Table I.<sup>15</sup> The personal and social section with twelve tabulations, representing 18.4 per cent of the total entries, contained ten items but only two of them appeared in more than one study: teaching out of subject, and a lack of general education. The remaining eight items appeared in only one study each. Professional or administrative items, accounting for 30.8 per cent of the entries, or twenty tabulations, numbered six items. In this latter category, putting theory into practice was found in five of the tabulations; conditions of work, administrative routines, and understanding the philosophy of the schools each appeared in four tabulations. The largest proportion, 50.8 per

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<sup>15</sup> See Table I, 22.



**TABLE I**  
**MOST SEVERE DIFFICULTIES OF BEGINNING TEACHERS AS LISTED BY VARIOUS STUDIES**

Difficulty Cited	Pct. of Entries	Rank <sup>a</sup>	Investigator											
			Barr- Rudisill	Johnson- Umstadtd	Bussard	Merrill	Conrad	Shannon	Tate (Elem. Teachers)	Inlow (Teachers)	Inlow (Sup'vars)	Tate (H.S. Sup'vars)	Tate (H.S. Teachers)	Wallace
PERSONAL & SOCIAL	18.4													
Teaching out of subject		11					3						2	
Lack general education		11		5			4							
No privacy in community		19						1						
Imposition by public		19						2						
Lack of social life		19						3						
Salary		19						5						
Housekeeping chores		19								2				
Teacher-teacher relations		19										4		
Housing		19										5		
Lack of knowledge		19		3										
PROFESSIONAL & ADMINISTRATIVE	30.8													
Put theory into practice		4		4		1					1	5		2
Work conditions-materials		7	4.5		4					3			4	
Administrative routines		7							1	5		4	1	
Philosophy of school		7							2			2	3	5
Audio-visual equipment		11				5			4					
Lack of supervision		19					2							
INSTRUCTIONAL - PUPIL	50.8													
Pupil control		1	1			4	1		5	2	5	1	1	3
Organize work-materials		2	4.5	2	5	3	5		3					5
Individual differences		4	3	1	3	2								1
Motivation		4	2		2					4		3		4
Measuring achievement		11						4						
Teaching reading		11								1	4			
Retarded children		19			1									
Health supervision		19									3			
Number participating			148	119	97	210	361	56	49	not given		27	71	136
														12 372

cent of tabulations, or thirty-three entries, representing eight items, fall into the instructional and pupil-concerned grouping. Pupil control was listed in ten tabulations, the most frequent common difficulty named. Organization of work, the second most frequent, was listed in seven tabulations. Individual differences and motivation each appeared in five listings. The evidence of the studies seems to show that the principal source of difficulties for beginning teachers is in the instructional and pupil-concerned area with professional and administrative sources contributing a significant number of problems. Difficulties of a personal or social nature appear to be of negligible concern.

## 2. Studies of Induction Techniques

In the second subdivision of this section dealing with studies concerned with orientation and induction, investigations seeking to discover common induction and in-service training practices which the new teacher finds most helpful are reviewed. One of the first studies which recognized the importance of this problem in the ever more complex growth of education in America, was made by Orlando H. Johnson, under the direction of W. H. Burton and W. C. Reavis, and published in 1929.<sup>16</sup> In this study, Johnson attempted to discover how inexperienced teachers were aided in their adaptation

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<sup>16</sup> Orlando H. Johnson, "The Adjustment of New Elementary School Teachers in City School Systems," Activities of the Principal, Bulletin of Department of Elementary School Principals, 8th Yearbook, VIII, No. 3, April, 1929, 152-168.

to city school systems, how school officials aided them, the nature of activities applied to this end, and the prevailing tendency of city school systems to further these activities. His sources of data were information supplied by 215 superintendents in cities of ten thousand population and over, and information in the literature.

Johnson classified these school systems under three major groups: (1) forty-nine systems which employed post-normal school agencies in the adjustment of new teachers, (2) eighteen systems which cooperated with training schools, and (3) 148 systems which indicated no means of aiding new teachers. The most frequent devices mentioned by Group I in order, were (1) specific supervisory devices including conference, demonstration teaching, visitation, and intervisitation, (2) close general supervision, (3) special meetings, (4) cadet teaching, (5) special instruction, (6) information prior to the opening of the session, and (7) assistance in social adjustment. The chief methods used by Group II were the use of practice teaching and close follow-up supervision. Also used by the majority of systems in Group II were visitation, demonstration, individual conferences and group conferences. The cities in Groups I and II having best defined teacher adjustment programs in 1929 were given as: Boston, Massachusetts, Cincinnati, Ohio, Decatur, Illinois, Detroit, Michigan, Gary, Indiana, Kansas City, Missouri, Los Angeles, California, and San Antonio, Texas.<sup>17</sup> Johnson's study is important

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<sup>17</sup> Inquiry addressed to the superintendents of these systems on the present state of their induction programs brought replies from Boston, Cincinnati, Detroit, Gary, Los Angeles, and San Antonio. This information will be incorporated in the third section of this chapter concerned with specific administrative patterns.

not because of its findings which are much too general for specific direction, but because it recognized the existence of a problem hitherto not considered seriously, and because the findings became the basis for further study.

In 1941, Vinette<sup>18</sup> found orientation programs not only uncommon but practically non-existent. In her article, based on research and on what seemed to her to be necessary in an induction program rather than what was in actual practice, she set up a model program that contained many of the procedures which later studies have listed as desirable and practical. Among the techniques she listed as helpful to newly assigned teachers were: (1) specific pre-assignment information to the teacher concerning his position, (2) an easy schedule, (3) an administrative handbook, (4) notes of welcome, (5) an informal tea, (6) a conducted tour of the building, (7) an experienced adviser, (8) a supervisory visiting schedule, (9) a series of meetings on (a) programs and attendance, (b) guidance, (c) community resources, (d) report cards, (e) methods, and (f) audio-visual aids, (10) bulletins, (11) guided professional readings, and (12) consultant services.

Two years later, in 1943, Tyler<sup>19</sup> reported several induction programs. Among them were: (1) the "Kellog area" pre-school conferences around

<sup>18</sup> Lois Vinette, "New Teachers too, Need Orientation," California Journal of Secondary Education, XVI, October, 1941, 360-363.

<sup>19</sup> Ralph W. Tyler, "Induction of New Teachers Into the School System," Elementary Schools Journal, XLIV, September, 1943, 1-3.

Battle Creek, Michigan, (2) an institute in Los Angeles County schools where guiding principles were enunciated and a follow-through of these principles was made in individual sample units by individual teachers, (3) a continuing year-long workshop in Garden City, Long Island, and (4) a community-centered program in Des Moines, Iowa.

In a second phase of a study already referred to, Tate<sup>20</sup> polled forty-nine teachers on which of the common induction and in-service training practices they found most helpful in solving their adjustment problems. Replies ranked the following devices in order of helpfulness: (1) individual conferences prior to school opening, (2) general teacher meetings before the opening session, (3) an experienced teacher as a consultant, (4) a conference after classroom visitation, (5) a conference meeting with new teachers before the opening of school, (6) teacher guides, manuals, and courses of study, and (7) administrative and supervisory bulletins. Tate's conclusion was, that as the adjustment of new teachers is a highly variable and individual process, mass induction methods are of little value to the individual. This is a rather curious conclusion to reach, since four of the first seven devices his findings advocated were collective rather than individual in character.

California, a pioneer in the field of teacher orientation, was represented in the literature in 1942 by a study made by Lawson<sup>21</sup> pertaining

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20 Tate, "Induction of Elementary-School Teachers," Educational Administration and Supervision, XVIII, 385-386.

21 Floyd M. Lawson, "Orientation Program for Teachers," California Journal of Secondary Education, XVII, October, 1942, 366-380.

to a program inaugurated on the Sacramento Senior High School. The article outlined a series of twelve meetings carried on over a twenty-week semester. Topics of the meetings covered the following areas of orientation: (1) a pre-school meeting to meet the administrative and supervisory staff and to see the school plant, (2) a meeting with department heads to discuss supplies, equipment, and methods, (3) meetings on the school instructional program, guidance, the grading system, disciplinary techniques, the school's special services, student activities, committee activities, and (4) a summary of school organization.

Also in 1942, Schnell<sup>22</sup> attempted to set down certain fundamental policies, which, while not administratively regulated, were understood and observed by those responsible for orienting new teachers in Sheboygan, Wisconsin. The policies fell into the general pattern which by then was becoming standardized procedure in many parts of the country. The first ten of his list of suggestive items of information for new teachers were: (1) the philosophy of the school, (2) the policy for providing for individual differences, (3) an interpretation of the curriculum, (4) auxiliary services available for the pupils, (5) information on professional organizations, (6) supervisory policies, (7) teacher-pupil relationships, (8) pupil health, (9) the testing program, and (10) securing home cooperation.

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<sup>22</sup> Fred S. Schnell, "Orientation, First Step in Teacher Growth," In-Service Growth of School Personnel, National Elementary Principal, 21st Yearbook, XXI, No. 6, July, 1942, 432-435.

Another teacher induction program, again in California, in the Stockton Unified School District, was described by Esser in 1944.<sup>23</sup> He listed the objectives desired in such a program and the procedures undertaken to achieve them. In his meetings the following topics were covered: (1) administrative and supervisory relationships, (2) acquaintance with the school's philosophy, (3) rights and responsibilities in curriculum development, (4) the special services of the school, (5) opportunities for continuous in-service training, (6) the coordinating system of social agencies, (7) information on printed instructional materials, (8) rules and regulations, and (9) a picture of the community.

In 1945, the second phase of Tate's study concerning orientation in secondary schools,<sup>24</sup> contrasted the opinions of seventy-one teachers and twenty-seven superintendents of thirty-six high schools in Idaho in assessing measures and devices to overcome difficulties of beginning teachers. The teachers ranked measures as most helpful in the following order: (1) individual conference after a classroom visit, (3) a general meeting for administrative practices, (4) an experienced teacher adviser, (5) teacher guides and manuals, (6) group conferences before the school term, (7) professional

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<sup>23</sup> Edward S. Esser, "Teacher Induction: First Step in In-Service Training," California Journal of Education, XII, February, 1944, 172-179.

<sup>24</sup> Tate, "Induction of Secondary School Teachers," School Review, LI, 150-157.

readings, (8) a general teachers' meeting before school opens, (9) home visitation, and (10) a group meeting of new teachers. The rank order which was assigned by superintendents for the same measures was as follows: (2) individual conference, (1) conference after a visit, (3.5) administrative general meeting, (11.5) a teacher adviser, (10) guides and manuals, (6) group conference, (11.5) professional readings, (3.5) pre-school general meeting, (15) home visitation, and (8.5) new teacher group meeting. Except for the first three techniques, the values of other devices achieved no similarity in relative rank.

The 136 teachers who cooperated with Wallace in his study<sup>25</sup> ranked the following techniques in order of helpfulness in relieving their adjustment difficulties: (1) a general faculty meeting covering the over-all program to be given before the opening of school, (2) information as to specific teaching and building assignment, (3) access to pupil personnel records, (4) individual conference with the principal, (5) assignment to own special field, (6) assistance in preparing personnel records, (7) school plant orientation, (8) assistance in securing housing, (9) individual conference with supervisors, and (10) a handbook.

Shockley, in a doctoral study submitted to Columbia University,<sup>26</sup> surveyed induction programs carried on in 1949 across the country. Seventy-two systems, through their superintendents, ranked the following techniques in the order of frequency of use and effectiveness: (1) a general faculty meeting at

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<sup>25</sup> Wallace, "The Induction of New Teachers," North Central Association Quarterly, XIV, 381-394.

<sup>26</sup> Robert J. Shockley, A Plan for the Induction of New and Beginning Teachers in the Schools of Bloomfield, New Jersey, Unpublished Project, Type B, Teachers College, Columbia University, 1950.



the beginning of the year, (2) post-visitation conferences, (3) discussion at departmental level, (4) assistance in housing, (5) daily consulting hours with the principal available to teachers, (6) help in evaluating the year's work by a member of the administration, (7) an experienced teacher-guide, (8) an opportunity to see superior teaching, (9) a conference of new teachers before school opening, (10) in-service programs for new teachers, and (11) workshops for new teachers.

### Summary of Induction Techniques

In summarizing the foregoing subsection, it becomes apparent that tabulation of the devices listed by the several studies as of maximum benefit to beginning teachers would be more suggestive than conclusive. While the general philosophy which underlies the findings of the various studies is similar, the findings themselves are based on dissimilar premises. Johnson's findings were purely historical. Vinette chose a model situation to expound a theoretical program. Schnell presented systematic advice. Lamon and Esser simply set down actual experimental programs of induction. Tate, in both of his investigations, and Wallace in his, devised programs to solve difficulties mentioned in their own particular studies. There was small difference between the findings in Tate's two studies of elementary and high school induction techniques. Shookley's techniques represented current practice. With such a variety of motivation, it is notable that the listings which were evolved had so many techniques and devices in common.

Table II,<sup>27</sup> presents the induction techniques indicated by the various studies in this subsection. Johnson's pioneer study was eliminated from the tabulations because his techniques were too general and inclusive. In the division of techniques into groups labeled (1) personal and social, (2) professional and administrative, and (3) instructional and pupil-concerned, as a convenience and to conform with Table I, page 21, some liberties had to be taken in grouping the findings of the various studies. Closely related techniques were combined, such as: a welcome tea and personal notes; conferences, workshops, and in-service programs; or, guidance and individual differences. This resulted in a condensing of the listings in some cases and a multiple listing in two or three. It also required that literal rank placement of the techniques be replaced by a simple check to denote occurrence in the study tabulated. Inasmuch as rank of techniques is not as important to the consideration of this study as the naming of the technique itself, this does not affect the tabulation. In every listing, however, every effort was made not to violate the substance of the initial finding in the common tabulation.

Of the common listings, thirty-seven, or 51.4 per cent, aid in the personal and social area; nineteen, or 26.4 per cent in the professional and administrative area; and sixteen, or 22.2 per cent, in instructional and pupil-concerned items.<sup>28</sup> Two items occurred in seven of the eight studies: a

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<sup>27</sup> Table II, 32.

<sup>28</sup> These percentages should be compared to those of the findings of the difficulties felt by beginning teachers as recorded earlier in the chapter, (p. 20), where personal-social items accounted for 18.4 per cent, professional-administrative, 30.8 per cent, and instructional-pupil-centered, 50.8 per cent.

TABLE II

# INDUCTION TECHNIQUES INDICATED BY VARIOUS STUDIES AS MOST HELPFUL TO BEGINNING TEACHERS

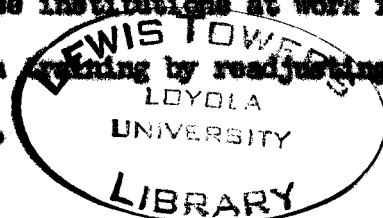
	Investigator							
	Winette	Tate (Elem.)	Lawson	Schnall	Esser	Tate (H.S.)	Wallace	Shook ley
<b>PERSONAL &amp; SOCIAL</b>								
7 Pre-school opening meetings	x	x	x		x	x	x	x
Bulletins	x	x				x		
Experienced teacher-adviser	x							
Administrative handbook	x							
Professional reading advice	x							
Tour of building	x							
Information on community	x							
Assistance in housing								
Careful assignment								
Welcome notes---tes	x							
Information on professional groups								
<b>PROFESSIONAL-ADMINISTRATIVE</b>								
7 Consultant privileges	x							
Visitation								
Manuals, courses of study								
Philosophy explained								
Conferences-workshops								
Information: equipment, supplies								
Demonstration teaching								
<b>INSTRUCTIONAL-PUPIL</b>								
Information: records, program								
Guidance: Individual differences								
Servicemen: Health, testing, etc.								
Information: grading, evaluation								
Curriculum interpretation								

meeting before school opening and consultant privileges with administrative and supervisory officers. Three devices were listed in five studies: bulletins, an experienced teacher-adviser, and an administrative handbook. Three devices appeared in four listings: information on records and programs, guidance and individual differences, and information on pupil services including health and testing. Five devices appeared in three studies: guided professional reading, a tour of the building, information of community resources, visitation, and manuals and courses of study. The remainder of the devices appeared only in two studies or in discrete entries.

The value of Table II, page 32, as well as Table I, page 22, will be apparent as these findings are evaluated in a later chapter for possible inclusion in an induction program to be suggested for the Chicago Public Schools.

### B. Studies Concerning Certain Phases of Teacher Training

The Teacher-training institution has much in common with the school systems employing their graduates inasmuch as both agencies seek the adjustment of these teachers to their careers. Thus, it seems pertinent to inquire briefly into such phases of training that will facilitate these aims and to investigate further possibilities of mutual action which these agencies may undertake. The primary purpose of several of the studies reviewed above was an attempt to appraise the teacher-graduates of these institutions at work in terms of circumventing some of their difficulties in training by readjusting curriculum offerings, or by offering follow-up help.



The teacher-training institution generally recognizes a responsibility to its graduates as the review of studies to follow indicates. Perhaps this is more necessary and apparent where employing systems do not assume the duty of organized in-service guidance. Where the teacher cannot advance in a salary schedule without further study, close cooperation between the institution he attends and the administrative officials of a school system becomes imperative.

The primary responsibility of the teacher-training institution is selection of the best prospective teachers. A failure in the profession, said Boykin,<sup>29</sup> is a liability to his institution. He contends that many teacher-failures can be avoided by more careful selection, and that this is the responsibility of the dean in the teacher-training institutions. It is the further responsibility of the dean to follow-up the student upon graduation whether the student desires it or not, according to Boykin. Many problems which arise on the job are unpredictable. "Few indeed are the teachers or employers of teachers," he concluded, "who would resent constructive efforts along this line as unwarranted interference with their business."<sup>30</sup>

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29 Leander L. Boykin, "Responsibility of the Dean of Students in the Education of Teachers," Educational Administration and Supervision, XXXIII, March, 1947, 174.

30 Ibid., 178.

Foremost among the issues to be decided by the teacher-training institutions is the problem of curriculum. There is far from unanimous opinion as to the aim of teacher colleges, and the dilemma has produced much literature that is pertinent to the problem of the present study.

When Osburn wrote that "few if any teacher education programs, even those of four years' length, provide sufficient time for the inclusion of all the desirable elements in teacher preparation,"<sup>31</sup> he was voicing the sentiment expressed by the President's Commission on Higher Education against overspecialisation.<sup>32</sup> Osburn recommended only general education courses, a subject specialisation, and orientation courses taken by prospective teachers before assignment. After the assignment, or in in-service training, counselors would direct them in the proper methods courses.

Troup would go even farther.<sup>33</sup> He would withhold the degree until the student has proved by a year's probationary teaching that he has a potential of permanent competency. This would add a fifth year to the teaching degree. This trend, popular at the start of World War II, achieved a growing acceptance that diminished only when emergency measures of staffing

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<sup>31</sup> John K. Osburn, "In-Service Versus Pre-Service Training in Teacher Education," Educational Administration and Supervision, LXXII, April, 1946, 221.

<sup>32</sup> Higher Education for American Democracy, The Report of the President's Commission on Higher Education, New York, 1947, I, 49, 77. III, 17-18.

<sup>33</sup> Cornelius V. Troup, "Why Not a Teacher Internship?" Educational Leadership, II, February, 1945, 223.

schools dictated a more realistic approach to requirements.

The fifth year requirement is not an untried device. In 1942, Wood cited the internship period of the fifth year required of all students of education at Teachers College, Columbia University.<sup>34</sup> This particular internship, although there were and are variations in other localities, meant a period spent in a metropolitan public school in a regular teaching assignment on reduced salary. The intern's load was lightened in order to allow him time for preparation and organization of his teaching materials. The college provided close supervision and the student carried seminars at which he could receive help on many of the common problems which he might encounter during his first year. The purpose of the extended training period, said Wood, was to make the experience more realistic and to multiply the opportunities for developing the art of teaching under careful supervision. He ventured a prediction that the movement might continue

until much of the professional preparation of teachers will begin, after a general education has been secured, with observation in public school situations, will be carried on under demonstration and practice-teaching conditions, will be rounded out in internship, and will continue under a carefully planned in-service program of professional improvement.<sup>35</sup>

He recommended also that certification and graduation be postponed until the student displayed a competency in handling a total teaching situation.<sup>36</sup>

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<sup>34</sup> Hugh B. Wood, "Trends in Teacher Education," Educational Administration and Supervision, XVIII, February, 1942, 87-103.

<sup>35</sup> Ibid., 98.

<sup>36</sup> Ibid., 102.

Harvey,<sup>37</sup> tracing the history of internship, found it an established European custom, particularly in England, France, Sweden, and pre-war Germany. It was unknown in America in 1933, Harvey said, but nine years later, by 1942, it was used by such institutions as the University of Illinois, Northwestern University, Municipal University of Omaha, Cincinnati University, Cornell University, and New York University, and by such systems as Corpus Christi, Texas, Wilmington, Delaware, and Ashland, Kentucky.

Cannon<sup>38</sup> saw the internship program as a cooperative venture between the teacher-training institution and the cooperating school, in which the former has a chance to evaluate the professional preparation of its graduates in terms of teaching success, and the latter has the opportunity to play a major role in the training of new teachers.

The Commission on Teacher Education<sup>39</sup> firmly advocated a full-time internship to correct the disjointed and piece-meal effects of student teaching and to allow for the possibility of the student's seeing the entire school program in action on all grade levels and in different subject fields, as a part of the community.

The eclipse, temporary or not, of internship plans left other means of follow-up by teacher-training institutions still functioning.

37 C. C. Harvey, "Internship in the Professional Education of Teachers," Educational Administration and Supervision, XXVIII, May, 1942,

38 W. E. Cannon, "Integration and the Internship Teaching Plan," Educational Administration and Supervision, XXVIII, January, 1942, 61-68.

39 Commission on Teacher Education, The Improvement of Teacher Education, Washington, D. C., American Council of Education, 1946, 272-273.



Northway<sup>40</sup> wrote that 75 per cent of the pre-service institutions for teachers aid incidentally in the induction of their graduates into responsible teaching. She listed several devices that these institutions were using including (1) the group conference, (2) a faculty educational council, (3) a directed extension course, (4) the service circular, (5) personal correspondence, and (6) success reports.

In another article<sup>41</sup> she defended the proprietary right of the institution in the graduate as reinforcing, rather than supplanting local supervisory resources, and noted the extra advantage offered by the institution's demonstrations, laboratory schools, individual supervisory conferences, and library facilities. While cooperation would be freely offered, local systems would receive aid from the institution only upon request of the system. The instance of such a mutual help program which Northway cited was the system used in Geneseo, New York.

Four years later, writing on follow-up from the same state teachers college in Geneseo about which Northway wrote, Behrens<sup>42</sup> described a conference fulfilling the requirements mentioned by Northway. Beginning teachers were invited to the conference at a point when they had taught long enough to realize the existence of a personal problem, but before the problem

<sup>40</sup> Ruth M. Northway, "Responsibility for Success of the Beginning Teacher," American School Board Journal, CV, November, 1942, 14.

<sup>41</sup> Ruth M. Northway, "The Follow-up Service Program of a Teachers College," In-Service Training of School Personnel, National Elementary Principal, 21st Yearbook, XII, No. 6, July, 1942, 338-341.

<sup>42</sup> Herman D. Behrens, "Help for the Neophyte," Educational Leadership, IV, November, 1946, 122-125.

could become crystallized. Specific teacher problems were answered in observations, demonstrations, group discussions, and personal conferences with faculty members.

Responsibility for the beginning teacher's success was divided by Gruhn<sup>43</sup> on the following basis: the training institution should employ an adequate staff to follow-up, not merely through incidental correspondence or visits, but through planned supervision and well planned activities. The employing system should have a well-formulated policy concerning its responsibilities for beginning teachers and the supervisory help which they should be given.

There is no question but that the two agencies most concerned with the teaching success of new teachers should reach agreement in the execution of their mutual responsibilities. The rivalry which is implied in all the above readings is unrealistic and unprofessional. Too often the result of conflicts and the failure to make concessions on the part of either agency means that little help will be given the new teacher when help is needed most.

#### Summary of Contributions to Induction Practices by Teacher-Training Institutions

To summarize the foregoing section on possible help to the problem which the teacher-training institutions may offer, several items may be noted.

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<sup>43</sup> William T. Gruhn, "Helping the Beginning Teacher," Educational Administration and Supervision, XXXIII, November, 1947, 419-421.

The institution must perfect its system of candidate selection to weed out potential failures. Several problems of curriculum in the education of teachers must be solved. Among the most pressing of these problems is for the institution to find the proper balance of content and method courses which it is to offer. Some writers advocate emphasis on general education, leaving most of the methods courses for in-service training, or for a fifth year of directed internship. In any case, close cooperation between the teacher-training institution and the system employing their graduates is indicated. Each of these agencies strives for the same end, the adjusted and efficient teacher. The school system utilizes such measures as in-service training, the institute, the workshop, and careful personal supervision. The institution has further resources which their special facilities allow, and which should be tapped. Among the devices which it can offer are the group conference, a faculty educational council, a directed extension course, a service circular, personal correspondence, and success reports. Among the extra advantages it can uniquely offer are: the demonstrations, the laboratory schools, individual supervisory conferences, and library facilities. Cooperation between the agencies can be effected before graduation of the trainee in a mutual supervision of practice teaching. The same spirit of inter-acting should prevail during the graduate's induction period and beyond. The absence of cooperation on either side can be laid to rivalry, which is unprofessional, complacency, which is unwarranted, or dereliction of duty, which is unpardonable.

### C. Specific Administrative Patterns in Practice

This section of the chapter will be devoted to a consideration of specific induction practices in operation at the present time in various systems throughout the country. Reference will be made to phases of several studies already mentioned in previous sections of this chapter. In addition, references to other related material which, while pertinent here, was not adaptable to the purposes of those sections will be made. The section will be subdivided into two parts. The first subsection will deal with techniques and programs identifiable with specific systems which were publicized in the available literature. The second and main body of the section will be an inquiry into the present state of induction practices in six of the eight city systems, population ten thousand or above, whose programs were mentioned in Johnson's pioneer study in 1929 as being the most advanced at that time. These programs will be described on the basis of evidence supplied in correspondence by the superintendents of those systems in response to specific requests for information.<sup>44</sup>

#### 1. Induction Techniques of Specific School Systems to be found in the Literature

A study by the Metropolitan School Study Council of New York<sup>45</sup> attempted to set down uncritically all the induction practices used by

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<sup>44</sup> See above, 27, n. 17.

<sup>45</sup> Metropolitan School Study Council, The Newly Appointed Teacher, Teachers College, Columbia University, New York, 1950, 49 p.

approximately thirty systems. Although the systems cooperating with the study were confined largely to the eastern section of the United States, with sixteen in New York, three in New Jersey, two in Pennsylvania, and one in Maryland, systems in seven other states contributed their programs: two in New Mexico, and one each in Connecticut, Montana, Michigan, Utah, Oregon, and Iowa. While the sampling was obviously extremely limited and the sizes of the systems of great variability, the study compiled a lengthy list of source materials for possible guidance for other systems contemplating an induction program. The study provided check lists of techniques to be used in the induction of newly appointed teachers. It further provided sources of material designed to build personal security and to develop professional competence for these teachers. The most effective time for the use of the various devices determined the arrangement of the listing of these activities in the various checklists. In each case the system using the technique was listed along with the practice.

As examples, the following devices were listed and concrete applications cited:

1. Before school opens

- a. Personal welcoming letters sent to the new teacher.
- b. Visits of new teacher to school in spring.
- c. Helping teachers to find housing.
- d. Handbooks.
- e. Welcome by lay citizens.
- f. Welcome by special faculty committee.
- g. Supervisory preparation for first day.
- h. Assignment of an experienced teacher as a personal adviser.
- i. Orientation workshops.

2. During the first few weeks

- a. Introduction to the faculty.
- b. Introduction to lay citizens.

- c. "Get-acquainted" faculty parties.
- d. Service club membership.
- e. Special meeting for new teachers only.

To develop professional competence, the following techniques were listed and application by specific systems noted:

1. Before school opens
  - a. Orientation workshops.
  - b. Personal adviser, or experienced teacher guide.
  - c. Community resources.
2. As the year progresses
  - a. Intra-school visitation.
  - b. Inter-school visitation.<sup>46</sup>

More than forty individual supervisory techniques were also reported by one or more of the contributing systems. Most of these have appeared, or were implicit in the material cited in sections (A) and (B) of this chapter.

Each device was listed in this study together with the specific system or systems using it, but few devices listed more than two systems and many listed only one. This seems to indicate that the use of any individual practice, however valuable, was not widespread. Thus, the value of the study lies in its objective recording of techniques without attempting to evaluate them. As it stands, the report presents a basis for an expandable source repository for practices which may be used in the adoption of an induction program by any school system.

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<sup>46</sup> Ibid., 33-42.

Although the Metropolitan School Study Report found a variety of induction techniques in use, very few complete or detailed induction programs as such have been described in the literature. This is not to say that such programs do not exist. Many, of course, are very rudimentary, limited to the facilities of the individual school. An induction program unless consciously and vigorously organized will grow only by accretion. Unless the various phases of induction are analysed and interpreted, the growth may become abnormal, overcompensated in some areas, deficient in others.

In 1942, while discussing the induction policies of Sheboygan, Wisconsin, Schnell said,<sup>47</sup> "While no definite regulations have been announced, certain fundamental policies are well understood by those responsible for the orientation of new teachers." Many familiar items of practice appeared in his article. The new teacher received such attention as: housing assistance, a pre-school conference with the principal, a tour of the building and its facilities, information concerning community uses of the building, a lightened work load, provisions for conferences, visiting hours, an assigned expert teacher-adviser, and personal assurances. The principal was provided with a guide for his personal conferences with the new teacher so that important items would not be neglected. This guide included eleven specific topics to be discussed, including (1) the general philosophy of the school, (2) individ-

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<sup>47</sup> Schnell, In-Service Growth of School Personnel, National Elementary Principal, 21st Yearbook, 432.

ual differences, (3) the curriculum, (4) auxiliary services, (5) educational associations, (6) supervisory practices, (7) discipline, (8) pupil health, (9) testing, (10) parent cooperation, and (11) ethical concern for secrecy of pupil information. Thirty-three other specific items for discussion at follow-up conferences were listed. The nature of these last items made them more immediately relevant at a later date.<sup>48</sup>

Lawson<sup>49</sup> in 1942 in his semester's program<sup>50</sup> for the Sacramento Senior High School, attempted to meet four criteria which he set up for such a program:

1. It must be purposeful. Objectives are to be developed in advance and thoroughly understood.
2. It must be timely. The information must be given when needed.
3. It must be authoritative, that is, it must be given by those best qualified.
4. It must be comprehensive. At its finish the teacher should have a basic picture of the school.

An evaluation of a program carried out in the Stockton Unified School District in California, in 1943-1944 was made by Esser.<sup>51</sup> The objectives of

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<sup>48</sup> Ibid., 434-435.

<sup>49</sup> Floyd M. Lawson, "Orientation Program for Teachers," California Journal of Secondary Education, XVII, October, 1942, 366-280.

<sup>50</sup> See above, 26.

<sup>51</sup> Esser, "Teacher Induction: First Step in In-Service Training," California Journal of Education, XII, 172-179.



this program were: (1) establishing a working relationship between the teacher and the administrative-supervisory staff, (2) acquainting teachers with the educational philosophy of the school, (3) defining their rights and responsibilities in curriculum development, (4) enumerating the special services of the school, (5) presenting opportunities for continuous in-service training, (6) acquainting them with the coordinating system of social agencies, (7) presenting printed instructional materials, (8) presenting rules and regulations, and (9) giving an over-all picture of the community. Procedures included lectures, discussions, workshops, tours, and informal teas. The program included: (1) a welcome meeting for introductions to principal and staff, (2) other meetings for exposition of the resources of the Child Study Department, the Research Bureau, the library, (3) a series of meetings with subject department heads, and (4) meetings headed by community organizational personnel representing the Chamber of Commerce, the Parent-Teacher Association, and the Health Department. Esser concluded that the conferences attempted to cover too much. He recommended that the meetings be extended over a longer period of time and suggested that the teachers would have appreciated copies of the agenda, information on methods and procedures, and a chance to get at the classroom. He also recommended a less formal approach to the whole program.

Godwin, the superintendent of schools in Hutchinson, Kansas, in an account of induction practices in that system,<sup>52</sup> found that new teachers were most interested in the salary schedule, the teaching load, sick leaves,

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<sup>52</sup> W. R. Godwin, "Inducting New Teachers into the Faculty," American School Board Journal, XXIX, August, 1949, 47.

retirement, housing, social opportunities, additional training requirement information, regulations, and the substitute teacher arrangements. New teachers in this system were given such consideration as: (1) an early summer correspondence to establish housing, (2) a get-acquainted meeting in advance of the regular teachers' meetings, (3) a tour of the buildings, (4) an assigned experienced teacher-adviser, and (5) a square dance "mixer."

Effective assistance by a teachers' professional group was indicated in an article published by the Philadelphia Teachers Association in their official publication in October, 1951.<sup>53</sup> In addition to a complete listing of all new educational personnel appointed throughout the system at that time, the association summarized all induction aids available to the new teacher and explained the use of many of them. Included in the practices enumerated were such techniques as: (1) "teacher partners," (2) new teacher meetings, (3) special bulleting, (4) visitation schedules, (5) summer workshops, and (6) a pre-school orientation conference. A significant innovation in the system was the temporary assignment of a number of experienced classroom teachers as New Teacher Aides, whose particular duty was to assist new elementary teachers whose major preparation for teaching had been in the field of secondary education. An advertisement of the teachers' credit union in the same issue offered financial assistance to new members in need of funds.

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<sup>53</sup> "Our Welcome to New Teachers," News Letter, Philadelphia Teachers Association, L, No. 2, October, 1951, 8.

## Summary of Published Induction Programs

The foregoing presented induction programs actually in practice by specific school systems, records of which may be found in journals and various publications. This review included a composite picture of thirty systems of varying sizes, and the specific programs in Sheboygan, Wisconsin, in the Sacramento High School in Sacramento, California, in the Stockton School District in California, in Hutchinson, Kansas, and in Philadelphia, Pennsylvania. The practices have been enumerated without critical evaluation. That they were helpful to the system utilizing them is a fact which can be accepted inasmuch as the techniques fall within the pattern of induction programs which seems to be acceptable in the light of all findings. Several practices occur in the programs of all the systems, but no two systems used identical programs. This points up the significant fact that any induction program must be adapted to the needs of the individual system employing it.

The remainder of this section will be devoted to an examination of the present programs of systems which were cited by Johnson in his study in 1929 as having the best defined teacher adjustment programs. Some of Johnson's original data will be presented for contrast.

### 2. Specific Induction Practices of Systems Revealed through Correspondence

From communications to the eight systems mentioned by Johnson,<sup>54</sup> six replies to a request for information as to the present state of their induction program were received. Descriptions of the programs varied in amount

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<sup>54</sup> See above, 23-24.

of detail supplied by the superintendents of each system. Letters with only a limited amount of information were received from Gary, Indiana, and Boston, Massachusetts. An administrative handbook was received from Detroit, Michigan. Officials of San Antonio, Texas, Cincinnati, Ohio, and Los Angeles, California, replied with letters and actual programs which were offered in 1950-1951. The material which follows will be presented on the basis of the information given in these communications. No attempt will be made to interpret beyond the data submitted. As the information may not be complete, it is not proper to infer that other induction practices may not be in use in these systems.

Johnson recorded the "cadet system" which Gary used in 1929 as the most outstanding procedure of its kind. It operated as follows:

1. Six inexperienced teachers are assigned the teaching load ordinarily given to five experienced or regular teachers. The inexperienced teachers teach five hours per day instead of the regular six-hour teaching day.
2. The extra hour of the inexperienced teacher's day is set aside for directed visiting, conference, planning, preparation, and specific laboratory work.
3. The program is operated in such a way that Teacher A has the first period free, Teacher B the second, Teacher C the third, teacher D the fourth, Teacher E the fifth, and Teacher F the sixth.
4. A seventh teacher known as the "traveling teacher" teaches six hours a day thus relieving the six apprentices.
5. The six apprentices work under a director who gives full time to prompting the development of the teaching powers of these apprentices.
6. At the end of each week, the apprentice teachers and the director jointly work out a program for the training hours of the next week.<sup>55</sup>

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<sup>55</sup> Johnson, "The Adjustment of New Elementary School Teachers in City School Systems," Bulletin of Department of Elementary School Principals, 8th Yearbook, 161.

The following statement was received from the school system of Gary, Indiana, on the expansion of its program since 1929:

In 1929 Gary had the plan of assigning all of its beginning teachers to one center under the very close supervision of a supervising teacher. That plan was followed for several years and then discarded for two reasons, (1) in the first place the supervising teacher was not entirely suited for the plan, and (2) a decrease in number of new teachers needed each year made the plan inefficient.

We have now in Gary a plan which calls for an Orientation Conference of three days the week before school opens with a follow-up by principals and supervisors during the early part of the year following. This seems to be a better plan perhaps due to the fact that beginning teachers are better trained now.<sup>56</sup>

Johnson recorded the following practices in use in Boston in 1929:<sup>57</sup>

The graduates of the Boston Teachers College, the main source of our supply, are assigned as substitutes and temporary teachers immediately after graduation. Until their appointment as permanent teachers—a term varying from three months to a year or more, dependent upon their position on the merit list—they are visited regularly by the supervisors from the Department of Practice and Training who have oversight of the unappointed teachers. As a result of these visits and many individual conferences, the beginners are adjusted to their problems.

When these teachers are appointed to permanent positions in the primary schools they are visited by the primary supervisors. These supervisors give each year extension courses on primary methods for teachers in service. Through these courses, individual conferences, and classroom supervision, the work in the primary school is carefully followed.

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<sup>56</sup> Letter from Bernice Engels, Supervisor Elementary Education, School City of Gary, Indiana, May 25, 1951.

<sup>57</sup> Johnson, "The Adjustment of New Elementary School Teachers in City School Systems," Bulletin of Department of Elementary School Principals, 8th Yearbook, 166.

An official of the School Committee of the City of Boston made the following statement in regard to the development of the program in that city since 1929.<sup>58</sup>

In addition to what was stated as our method of inducting new teachers into the school system in the Department of Elementary School Principals' Yearbook of April, 1929, we have added two new plans. We conduct at the Boston Teachers College courses in Teaching Techniques for Grades I, II, III, and also for Grades IV, V, VI. These courses are basic courses and contain practical teaching suggestions rather than theoretical philosophy. These courses are given in the summer and also during the school term.

We also have an Elementary Teachers' Workshop where the new teacher has an opportunity to see actual classroom lessons demonstrated by outstanding classroom teachers on all levels, and in all subjects. In addition the Workshop conducts roundtable discussions to answer the questions of the new teachers concerning accepted teaching practices.

The reply from the school system of Detroit, Michigan was in the form of an administrative handbook.<sup>59</sup> Listed in the brochure were statistics of the school system and the type of teachers the system desired. The temporary and permanent personnel job opportunities were defined and the departments which needed teachers enumerated. Technical requirements, procedure for filing applications, group test requirements, health tests needed, probationary period terms, and information concerning teacher welfare were set forth. An accompanying letter in reply to the request for information<sup>60</sup> explained that the modest orientation program for new teachers in the

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<sup>58</sup> Letter from Joanna T. Daly, Director of Elementary Supervisors, The School Committee of the City of Boston, Massachusetts, April 23, 1951.

<sup>59</sup> "Teaching in Detroit," Detroit Public Schools, Detroit, Michigan, January 1, 1951.

<sup>60</sup> Letter from George H. Baker, Divisional Director, Detroit Public Schools, Detroit, Michigan, April 6, 1951.

system consisted of "special program sessions arranged by the personnel department and includes explanations of major responsibilities and privileges. In reality, the handbook gives no more than institutional policy and as such it presents only the barest minimum information for teacher induction without actually providing for orientation of the system's yearly quota of two hundred fifty new teachers at all.

The following statement from the San Antonio Independent School District was received relative to the induction practices in that system.<sup>61</sup>

We have continued our program of conferences and demonstration lessons to orient new teachers into the elementary schools and have added to this a study program held each morning from 9 to 12 for the week preceding the opening of schools. This program is planned in cooperation with the secondary division of the system.

The daily program for the week preceding school opening was divided into three sections, a general meeting, a division meeting, and a group meeting. Administrative and supervisory officials presided at the general meetings which were based on the following topics: (1) plan of organization, (2) audio-visual service and music, (3) health and physical education and medical program, (4) professional organizations, (5) budget, (6) requisitions, (7) cafeteria, and (8) retirement. The division meetings covered the following: (1) philosophy of the elementary school, (2) organization of the elementary school, (3) reports and records, (4) tests and measurements, (5) textbooks, (6) professional books and magazines, (7) co-curricular activities, (8) pro-

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<sup>61</sup> Letter from Ines Foster, Assistant Superintendent, Elementary Division, San Antonio Independent School District, San Antonio, Texas, April 2, 1951.

professional organization, and (9) care and beautification of buildings and grounds. In the elementary group meetings the teachers held workshop sessions in (1) daily program, (2) social studies and science, (3) reading and literature, (4) language, writing, and spelling, and (5) arithmetic.

This plan represents an advance in the growth of the induction concept over the three previously considered programs because of its specificity and its attempt at integration of all areas of orientation. There is, however, no given provision for practices to be followed in the weeks immediately following the new teacher's assignment. The program, while excellently conceived, appears stratified, in some respects, along subject matter lines. There is also an apparent disregard for the personal and social element in induction.

Induction procedures in the Cincinnati Public Schools included such practices as the following, according to their communications:<sup>62</sup>

1. A pre-school institute is held for four days immediately prior to the opening of school. All newly appointed teachers are invited to attend. At this institute attention is paid to personal problems which the new teacher faces. For example, we make an attempt to acquaint them with Cincinnati; we attempt to help them in finding suitable housing; we have a series of social functions at which they can meet other teachers; etc.

Some time is devoted to a consideration of the mechanical aspects of teaching in Cincinnati; such as, the requisitioning of supplies and the securing of the services they may need. All of the special services available to teachers in Cincinnati, such as visiting teacher service, psychological and psychiatric service, etc., will be explained to the new teachers by the persons responsible for that work.

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<sup>62</sup> Letter from Robert P. Curry, Assistant Superintendent, Cincinnati Public Schools, Cincinnati, Ohio, March 30, 1951.



In addition, the supervisors will meet throughout the four days to explain to them what supervisory service the new teachers have available. Also, the supervisors will discuss with the new teachers our courses of study, some of our instructional policies, and attempt to answer any questions they have relative to the instructional program. Finally, two afternoons of this week are reserved to meet in the school with the principal of the school. This schedule is constructed by us in the Central Office. In other words, the entire orientation program of the institute is devoted to a consideration of the many problems a new teacher faces in Cincinnati.

2. At the present time we are securing our most able teachers through our cadet program. These persons have completed their undergraduate work at the university level but have had little, if any, experience in teaching. The University of Cincinnati and the Board of Education cooperate in sponsoring this program. Briefly, a faculty member of the University and one of our supervisors are assigned to a small group of the cadets. The cadets are visited periodically by the supervisors and the University professor. In addition, the cadets meet one evening a week at the University with the faculty sponsor and the appropriate supervisor. At this Practicum Course the cadets discuss very frankly with these persons the many problems they face, ask for advice, and attempt collectively to work through the problems they face in common. Finally, time is scheduled for the consideration of individual problems with either the supervisor or the University professor.

3. In addition, we operate a series of in-service meetings for all teachers throughout the year. At some of these meetings we use consultant service. At others, our own supervisory staff will be responsible for the meeting. The number of such meetings is quite large. For example, one meeting might be for second grade teachers to discuss the change in writing at that level. Another meeting might be for all intermediate grade teachers to discuss the science program of instruction at this level.

The program cannot be dealt with justly in such a brief resume. The Announcement for the Institute held in 1950 listed thirty-two courses on a wide variety of subjects including such topics as atomic energy, social implications, all subject areas, and family life education.<sup>63</sup> The impressive listing

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<sup>63</sup> "Final Announcement," Cincinnati Teachers Institute, Withrow High School, August 29,30,31-September 1, 1950.

of twenty-three staff members represented participants from many major universities.

Information on the complete induction program carried out in 1950 was provided by officials of the Los Angeles City Board of Education, Los Angeles, California.<sup>64</sup> Elementary teachers new to that system were sent a questionnaire to determine what in-service opportunities had been available to them. The items included matters of administration, organization, and subject matter. Suggestions for improvement were solicited so that the 1950-1951 program could more adequately induct new employees. From the tabulation of approximately three hundred replies, the areas of needs were revealed as those concerning records, school routines, library, textbook section, audio-visual aids, and classroom. A particular need was expressed for information on records and school routines to be given before the opening day of school. A committee of three operating supervisors and three principals evaluated the material, the former group working specifically on topics concerning organization and administration, and the latter group on subject matter. On their recommendation, four pre-school induction meetings were held: three in the district area, and one in the school of assignment. Follow-up meetings for new teachers were conducted by the supervisors during the early part of the fall. This program appeared more democratically conceived than any of the five previously mentioned. The departure in custom in constructing the induction program observed by the Los Angeles system which was most notable,

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<sup>64</sup> Letter and school bulletins from Marion Whedon, Supervisor Elementary In-Service Training, Los Angeles City Board of Education, Los Angeles, California, April 9, 1951.

was the employment of the questionnaire study of teachers who were experiencing the difficulties, and the use of the results in the subsequent program. While there were few details of the meetings given, it can be assumed that the effectiveness of the meetings was enhanced by the practicality of their content.

#### Summary of Programs Revealed through Correspondence

In the consideration of the programs of the systems just mentioned there was implicit in the sequential presentation a graduated approval of the techniques employed by these systems on the evidence available. The Gary and Boston plans, the first two considered in this group are excepted from this statement. Their programs were potentially good but details were lacking. The devices which were given were commendable: the pre-school conference, the follow-up in the weeks to follow, which Gary used, the cooperation with Boston Teachers College, the workshop and roundtable discussions, which Boston mentioned, represent highly considered induction techniques. Of the programs following, the Detroit system must be considered inadequate for orientation purposes. The San Antonio program, employing a well organized pre-school schedule, marked an advance, although it appeared administrative and subject centered. The program of Cincinnati was technically complete, covering all phases of induction. It might be considered the best program of the group except that the procedure used by Los Angeles to evolve its program was more democratically arrived at. This technique, plus a scientific evaluation of the results of the questionnaire study on which to build the program,

might have made the Cincinnati program even better.

The program for Chicago, Illinois has been purposely ignored in this section which was concerned with the background of induction practices in other representative sections of the country. The situation in Chicago relative to policies of inducting its teachers is treated in some detail in the chapter which follows.

In this brief review of the literature it will be noted that the majority of data have come from unpublished studies, from yearbooks of various educational organizations, from educational periodicals, from handbooks, and from correspondence. Very little has been available in books except as the subject is incidentally treated in studies of administration and supervision. Induction is, basically, a supervisory problem emphasizing preventive rather than curative measures. There is general consensus that, except in isolated cases such as have been mentioned, present practices are inadequate.

The material in this chapter was divided into three main sections, each summarized at points of division. The first section investigated (1) studies which purported to discover the difficulties which beginning teachers face, and (2) studies which attempted to find solutions to these problems. The difficulties and their solutions fell naturally into three areas: the personal-social, the administrative-professional, and the instructional. In the second section, the literature applying to certain phases of teacher training was investigated, particularly that area where responsibility for adjustment of teachers to their jobs is not clearly defined for either the institution or the school system. The third section inquired into specific

induction programs in order to discover actual practice. All of this information will be considered in the solution sought to the main problems of this study when practices for a functional induction program for Chicago will be set forth.

## CHAPTER III

### THE INDUCTION PROGRAM IN CHICAGO

The records show that Chicago has not been remiss in considering the plight of the newly assigned teacher in its elementary schools. Official bulletins, publications of local educational agencies, the interest of teacher organizations and of individual school districts and schools, all attest the widespread realization of the problem. However, due to lack of coordination of effort, and until recently, lack of organization of plans directed toward well formulated objectives, no systematic attack upon the problem has been evolved.

The school system of Chicago, while it possesses many educational objectives in common with institutions the country over, has--as all other systems individually have--local and accidental conditions at work which make many of its problems peculiar to itself.

The size of the system is responsible for many problems. Within its local school districts, the variety of ethnical character gives rise to problems of an economic, racial, cultural, or social nature. The city's vast industrial potential draws workers and their families from all parts of the country and creates the problem of their education. All these factors, together with the internal structure of the school system itself, present unique problems and demand unique methods of solution within its complex organization.

It is not the purpose of this paper to dwell on the historical aspects of teacher assignment other than as it affects consideration of a suggested program for teacher induction. Certain changes of educational policy in the recent past, however, must be investigated so that an understanding of new procedures and the new methods which are entailed may be provided.

#### A. Personnel Practices in 1932

An excellent administrative point of reference, because it offers a picture of contemporary and stratified conditions, and because it constitutes a medium for comparison and contrast, is the Report of the Survey of the Schools of Chicago, Illinois.<sup>1</sup> This survey, commonly known as the Strayer Report, and so referred to in this chapter, was made in 1931-1932.

Influenced perhaps by the educational philosophy of the day, Lester Dix, in the chapter on Educational Personnel, maintained that because the teacher is the human factor in the interplay between curriculum and teacher upon children, he is therefore of greater significance than the curriculum.<sup>2</sup> Further, he said that "The function of securing and maintaining the best possible teaching force and providing the best conditions for their work is second to no administrative consideration in the school system."<sup>3</sup> Some

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1 Report of the Survey of the Schools of Chicago, Illinois, The Division of Field Studies, George D. Strayer, Director, Institute of Educational Research, Teachers College, Columbia University, 1932.

2 Ibid., I, 246.

3 Ibid., 248.

schools of thought may quarrel about the relative position of importance of teacher and curriculum, but it is obvious that no curriculum can be any better than the teachers who implement it.

Some important statistical figures were presented in the Strayer Report which will provide for further comparison.

As of September 1, 1929, 9.3 per cent of 13,233, or 1,235 of the educational employees of the Chicago Board of Education were between the ages of twenty and twenty-four, and 14.2 per cent, or 1,885, were between the ages of twenty-five and twenty-nine.<sup>4</sup> The number of teachers in 1932 with less than five years of service was 3,526, or 25.4 per cent; approximately 15 per cent were in their first three years of service.<sup>5</sup> Chicago's salary schedule for its elementary teachers in 1932 ranged from \$1,500 to \$2,500.

At that time almost half of the teachers in Chicago were graduates of the Chicago Normal College which limited its enrollment almost entirely to residents of the city.<sup>6</sup> The elementary school teaching personnel were almost without exception, graduates of the Chicago Normal College. Chicago had, even then, broken with precedent in demanding a three-year normal college course as a requirement for certification. The board of examiners in making new assignments gave preference to residents of the city.

Transfers for the year 1930-1931 showed 650 teachers moving to a different type of work, such as promotions or specialized assignments, and

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4 Ibid., Table 45, 249.

5 Ibid., 250.

6 Ibid., 256.



757 to the same type of school.<sup>7</sup> This represented about one in every eighteen teachers in Chicago. Although no breakdown was given, it may be assumed that the majority, or at least, a large proportion of these transfers to the same type of school represented teachers of limited experience for reasons which will be given in another section of the chapter.

During the first few years of teaching, the teacher is likely to gain experience somewhat at the expense of the children and the school system. It is probable that this is true to no greater extent in teaching than in other professional activities. At the same time it is one to be considered in the management of teachers at all later periods. The city has made an investment in the training of the workers, and policies with respect to factors which influence the teacher to remain in the service or to go elsewhere during the most fruitful period of her skill should be considered with a view to recovering for the system the largest possible portion of such an experience investment.<sup>8</sup>

While the same situation does not obtain today, in that the city does not necessarily invest in the training of all the elementary teachers of the system through the local teachers college, the sentiment expressed above is in full accord with all purposes of teacher induction and orientation. On the other hand, any probationary training does represent an investment by the school system, and one with calculated risks.

In recommending a teacher internship as of even greater value than undergraduate practice teaching, the Strayer Report stated:

There should be a period, extending from half to a full year, in which the beginning teacher may feel a definite and close

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7 Ibid., 261.

8 Ibid., 260.

relationship, based upon her practice in the classroom, to an established person in her school. This relationship should be the result of a definite assignment defining the activities of both parties--the beginner should know that she has the privilege of consulting with her supervisor at all necessary times and the supervisor should know that she has accepted the responsibility for putting her experience and her general professional wisdom at the service of the beginner.<sup>9</sup>

The justification given for this association was that the novice's emotional difficulties caused by lack of security, status, and experience, could be lessened through the close relationship with this expert teacher. It was made clear that the role of supervising teacher has implications beyond that of the often recommended experienced teacher-adviser. The Strayer Report further recommended that the supervising teacher be provided with a lightened teaching load in order to conduct small continuing classes with novices under her charge. These classes were to study problems of putting educational theory into practice. To all appearances this plan has merits which justify its extension beyond simply an internship program into general induction procedures, particularly in schools which employ large number of teachers. Although the Strayer Report did not suggest that the supervising teachers be assigned at district level coordinating induction procedures throughout the district schools, this extension of the recommendation could well be investigated.

The status of the teacher in the probationary period was investigated in the Strayer Report. The recommendation was that beginning teachers, since they were selected by merit and according to the best standards, should

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9 Ibid., 270.

be given every help during their probationary period of three years. This period would be one where the probationer would have limited responsibilities and be given active supervision. The contemporary situation was that on assignment, the teacher served an initial period of ten days and a further one of four months during which time his adequacy as a teacher was judged and during which time the teacher's services might be rejected. Judged satisfactory during this period the teacher achieved relative permanency, as very few teachers were dismissed as unsatisfactory after the four month period and before the end of the critical third year. This practice, in effect, allowed for only a four month probationary period. Commenting on the inadequacy of such a working policy, the Strayer Report stated:

Four months is a sufficient period in which to form a tentative judgment on a teacher's work. It is not sufficiently long to determine her power and willingness to grow in response to supervision, and possibly not long enough to give full assurance as to her habitual tendencies, general health, and emotional or social adjustments.<sup>10</sup>

This statement representing the judgment of the survey committee on the feasibility of short-term evaluation of a new teacher's work, appears to be borne out by the results of studies cited in the preceding chapter of this paper.

### B. Personnel Practices in 1951

The administrative picture of teacher assignment in 1951 differs considerably from that of twenty years previous. Aside from changes caused

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<sup>10</sup> Ibid., 292-293.

by a shift in emphasis in the national social and economic order, there are other changes dictated by differences in internal organizational policies. The situation as affected by the combination of all factors shows, generally, a trend toward the realization of many improvements in the manner of personnel recruitment, selection, and assignment, but it also reveals new problems caused by the new complexities.

The upheaval in the national economy caused by the war, the subsequent period of temporary adjustment, and the present uneasy state of international relations, has had disastrous effects upon school staffs the country over, and Chicago has not escaped the general consequences. During this period many teachers have gone into other lines of work. Other factors also complicate the situation in Chicago, as elsewhere, among which are: the deterioration and obsolescence of school buildings which have not been replaced, an abnormally high birth rate, and competition for the services of young people trained to become teachers.

At present, an elementary teacher in Chicago Public Schools must be a graduate of a four-year fully accredited college with a requisite number of hours of education<sup>11</sup> and he must pass an entrance examination into the system which will yield either a kindergarten-primary certificate, entitling him to teach kindergarten and grades one and two, or an intermediate and upper certificate, entitling him to teach grades three through eight. He is no

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11 Instruction sheets to prospective teachers listed a minimum of thirty semester hours in education, and suggested programs for those in preparation to teach. These courses included, history, philosophy, and psychology of education, classroom management, practice teaching and certain other specialized courses in methodology.

longer required to be a graduate of Chicago Teachers College whose graduates once monopolized all elementary school assignments and who once were assured upon graduation an automatic assignment to teach without further examination.

An article by Paul G. Edwards, vice-chairman of the Chicago Board of Examiners presented some other phases of current assignment practices.<sup>12</sup> In this article Edwards revealed that the Chicago system is far exceeding its normal yearly loss of four hundred teachers and principals. To replenish personnel, the vast complex system demands a reserve of substitute teachers from which regular assignments are made. Each day of the school year, between twelve hundred and two thousand substitutes are needed in the schools. As a concession to the principle of supply and demand, the authorities temporarily relaxed the requirement that all of these substitutes be fully accredited, certificate-holding teachers, and established less stringent requirements for substitutes. To insure retention of the better substitutes, the Substitute Teachers Pool was organized. The six hundred holders of temporary certificates admitted to the pool were guaranteed full-time employment. Membership was highly selective. No member could have failed an examination for certificate; no member could have received an unsatisfactory mark as a substitute; each member agreed to meet educational requirements for a regular certificate within a year and to pass an examination within two years.

Because many holders of temporary certificates, graduates of liberal arts courses, did not have sufficient educational credits to take admission

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<sup>12</sup> Paul G. Edwards, "Skimming Off the Cream," Chicago Principals' Club Reporter, XI, October, 1950, 7, 31-32.

examinations, a program of in-service training was inaugurated by Chicago Teachers College and other colleges and universities in the Chicago area offering extension work in afternoon, evening, and summer courses.

The long-term aim was to have as members of the Teachers Reserve Group acting as substitutes, only those teachers who hold regular certificates who are entitled to all teachers' rights including tenure, sick leave and holiday pay, and who are regularly assigned to a school district but not to any specific school.

Of the two thousand new teachers which Edwards said Chicago will demand from 1950 to 1955,<sup>13</sup> the Board of Examiners predicted:

1. Most will come from either the City of Chicago or its immediate suburbs. Only a negligible number now come farther than one hundred miles from Chicago.

2. Colleges and universities in the Chicago area will supply the greater number of these teachers. This statement was made in spite of the fact that in a recent examination, 147 different colleges and universities were represented by the 750 candidates.<sup>14</sup>

As of January, 1951, the teaching personnel of the Chicago elementary schools were listed as 677 men, 7,457.6 women, 595 vacancies, for a

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<sup>13</sup> This is a conservative figure to judge by a statement by Lahann that almost two thousand elementary certificates were awarded between July 1949 and December 1950. (See Paul H. Lahann, "Personnel Problems in the Elementary Schools," Chicago Principals' Club Reporter, XL, March, 1951, 8.)

<sup>14</sup> Edwards, "Skinning Off the Cream," Chicago Principals' Club Reporter, October, 1950, 7, 31-32.

total of 8,729.6 teaching positions. The elementary salary schedule ranged from \$2700 to \$3500.<sup>15</sup>

Table III, "Personnel Data Pertaining to Beginning Teachers in Chicago Public Schools as of 1932 and of 1951,"<sup>16</sup> reveals a comparison of various personnel data affecting beginning teachers in the Chicago Public School System operative at the time of the Strayer Report in 1932, and in 1951. Two minor discrepancies may be noted in the data for 1951. In the age breakdown of educational employees, the figures obtained from the Pension Board include only those in active service, omitting those on temporary certificates and those in maternity leaves. Also, the figures listing service of three-year, or five-year, or any year groups, include sampling errors introduced by the fact that outside experience up to a maximum of six years of teaching is acceptable at one-half rate in salary considerations. Thus, a teacher listed as having three years service might be a teacher, new to the Chicago system, but one who has had six years or more of outside service.

The most significant figures seem to be the increase in average age of teachers from 38 years to 47.3 years, and the increase in average length of service from 9.8 years to 18 years, both facts reflecting a trend toward a more mature teaching personnel, or a period of few young teacher assignments, or both. The number of educational employees in 1951 with five or fewer years experience was significantly smaller. The ages of the newcomers

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<sup>15</sup> "Facts and Figures," Chicago Board of Education, April, 1951, 14,36. The decimal figure represents part-time positions.

<sup>16</sup> Table III, 69.

TABLE III

PERSONNEL DATA PERTAINING TO BEGINNING TEACHERS  
IN CHICAGO PUBLIC SCHOOLS  
AS OF 1932 AND OF 1951

Personnel Data	1932 <sup>a</sup>	1951
Minimum certification age	18	20
Age breakdown of younger educational employees		
Ages 20-24	9.3 per. <sup>b</sup> (1235)	3.2 per. (390) <sup>d</sup>
Ages 25-29	14.2 per. <sup>b</sup> (1885)	6.1 per. (767) <sup>d</sup>
Average age	38.0	47.3
Length of service of certified employees		
Under 3 years	15 per. <sup>c</sup>	14 per. (1,909) <sup>d</sup>
Under 5 years	25.4 per. <sup>c</sup>	19 per. (2,537) <sup>d</sup>
Average service	9.8 years	18 years
Length of required teacher preparation	3-year normal course	4-year course including 30 hours of education
Elementary vacancies existing in the system	None	624 <sup>e</sup>
Home town of assignees	Chicago	Predominantly Chicago <sup>f</sup>
Source of pre-training	Chicago Normal College	Many institutions <sup>g</sup>
Elementary salary range	\$1500-\$2500	\$2700-\$3500
Transfers in a year	1,407	1,251

<sup>a</sup> All data from Strayer Report.

<sup>b</sup> Of 13,233 employees as of Sept. 1, 1929, Ibid., 249.

<sup>c</sup> Of 13,880 teachers, 1931, Ibid., 250.

<sup>d</sup> Derived from figures given in the 45th Annual Report of the Public School Teachers' Pension and Retirement Fund, for year ended December 31, 1950, 23, 25, 28, 30.

<sup>e</sup> Figure posted in Board of Examiners Rooms, May, 1951.

<sup>f</sup> Only a fraction come from beyond 100 miles.

<sup>g</sup> 147 institutions represented in 750 assignees.



implied that a larger proportion of the newcomers were older than was the case in 1932.

Reference was made earlier<sup>17</sup> to inter-school transfers. It was stated then that a large percentage of transfers were made by teachers of limited experience. This introduces an administrative problem of such delicacy and one of indeterminate ramifications, the problem of defining a so-called "less desirable" school district.

A newly assigned teacher is required to serve at least one year in the first school of assignment before transferring to another school of his choice, providing a vacancy exists. This practice has several consequences:

1. Certain schools tend to have most of the available vacancies for newly assigned teachers.
2. Teacher turnover at the end of one year's service at these schools is heavy.
3. Waivers of assignment to positions in these schools may occur.<sup>18</sup>

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<sup>17</sup> See above, 61.

<sup>18</sup> In reply to a query on the status of teachers who waived an assignment, the following statement was made in a letter by Edward E. Keener, Assistant Superintendent in charge of Personnel, Board of Education, Chicago, Illinois, February 7, 1952: "Waivers were fairly common when we had a long list of persons eligible for assignment to the elementary schools. That list was exhausted in 1949. Since that time there are a comparatively small number of waivers. A waiver does not result in a teacher's resignation. Neither does it result in the placement of the teacher at the end of the unassigned list. If a teacher waives, he may be offered another assignment within the limits of the life of his certificate. A certificate, however, may not be extended beyond its present life for more than one year after waiver of assignment. A resignation is what the term implies--leaving the services of the Board of Education. The teacher's certificate is valid for a period of three years after such resignation, provided he has been in the service a year or more. Also there is no limit as to the number of waivers allowed as long as the teacher's certificate is valid."

4. In general, these schools are overweighted with less experienced teachers.

Elkin, in commenting on this turnover which is so costly to school morale, and which indirectly penalizes many novice teachers by adding to their burden of adjustment, quoted an unpublished dissertation of John A. Bartky.<sup>19</sup> Bartky's study showed that 60 per cent of the faculty made application for transfer in twenty-four schools which he said were "underprivileged." In none of the 302 other schools was there this high percentage of transfer requests.

Actually, the designation of an "underprivileged" school is not so easily determined. No criteria or objective standards to use in measuring these schools have been set up which will be unanimously acceptable. Salary differentials, reduced teacher load, adjusted work hours, or other inducements predicated upon more difficult working conditions, inadequate building facilities, or undesirable community surroundings, would meet with general resistance unless these areas were defined with far greater explicitness and exclusiveness than seems possible. The social inacceptability of stigmatizing certain schools would also have to be considered.

The implication that first assignments to this type of school is possible, if not actually probable, must be kept in mind under the conditions of this study.

All the aforementioned conditions tend to aggravate the problem of induction in the Chicago schools. When Chicago Teachers College controlled

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<sup>19</sup> Benjamin Elkin, "Principal-Faculty Relationships," Chicago Principals' Club Reporter, XL, No. 3, March, 1951, 20.

the preparation of all elementary teachers, many problems of adjustment, particularly those of administrative adjustment, could be anticipated and served. However, the varying backgrounds of training and different courses of preparation of Chicago's new assignees necessitate more extensive in-service training, and more importantly, direct that it start immediately upon assignment, if not before assignment, with the teacher in substitute status, in order that unity of purpose and philosophy be achieved.

Paradoxically, the role of Chicago Teachers College meanwhile has assumed new importance rather than a diminution of stature. Dean Cook reported in 1950<sup>20</sup> an increase in enrollment of full time students from seven hundred to eleven hundred, of part time students from two hundred to eight hundred, and an increase in faculty from fewer than sixty to eighty members. This growth was accomplished in spite of the fact that graduates were no longer guaranteed a Chicago assignment except under competitive open examinations with accredited college graduates of any recognized institution.

Evidence of close cooperation between the school system and local teacher training institutions is shown by an announcement by Don C. Rogers, Assistant Superintendent in Charge of Elementary Education concerning practice teachers:

The elementary schools have cooperated with twelve local teacher-training institutions in a mutually helpful project, namely, the training of practice teachers.

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20 Raymond M. Cook, "New Personnel Practices at the Chicago Teachers College," Chicago Principals' Club Reporter, XI, October, 1950, 9.

Rogers listed 259 practice students in Chicago schools during the school year 1950-1951. Chicago Teachers College led with 250; Roosevelt College had eighty-nine students; DePaul University had forty-seven regular students and eleven physical education students; Loyola University had seventeen; St. Xavier College had eight; Northwestern University had one; Pestalozzi-Froebel Teachers College had nineteen; Northern Illinois State Teachers College had fourteen; Art Institute of Chicago had four; Chicago Conservatory of Music and George Williams College each had one student.<sup>21</sup>

### C. Current Induction Practices

The General Superintendent of Schools showed an awareness and appreciation of these special circumstances by issuing a bulletin to all Chicago Public Schools at the opening of school in September, 1950. The bulletin read as follows:

#### Induction of New Teachers

With the opening of the fall semester, most of the schools will have teachers who are either new to the Chicago School System or new to the school to which they are assigned. Some of these will be regularly assigned teachers, and some will be temporary substitutes. Principals are requested to help these new teachers to get a good start in their teaching activities. Some of the ways in which this may be done are:

1. The new teacher should be greeted cordially upon his arrival at school and introduced to other teachers as soon as possible.
2. The assignment of another teacher as host for the new teachers has been found to be effective in many instances.
3. The new teacher should be introduced to the children in the classroom by either the principal or some other teacher.

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<sup>21</sup> Elementary School Bulletin, No. 49, Chicago Public School, April 17, 1951.

4. Care should be taken that the new teacher has an adequate supply of educational materials, textbooks, and other supplies.

5. The principal should visit the teacher often enough to know of the problems he may be having. Immediate help should be given in the solution of these problems.

6. The new teacher should be encouraged to talk with other teachers and with the principal about problems which may arise.

7. Individual conferences should be held between the new teacher and the principal as needed which should consist of a friendly interchange of ideas and discussions of any problems which may have arisen.

8. Efficiency marks should be carefully considered. Marks given to temporary substitutes are just as important as marks given to regularly assigned teachers. The marks given temporary teachers influence the rating on the oral examination for a regular certificate, and are also used to determine the order of placement on the day-to-day substitute list.<sup>22</sup>

This, of course, was not the first indication that responsibility was felt for the obligation to new teachers. It had long been the policy in the districts to include the problem as part of the in-service training of teachers. In 1946 definitely placed the responsibility of preserving the beginning teacher's morale on the building principal.<sup>23</sup>

An ambitious and direct assault on the problem was launched by principals and teachers of District Two.<sup>24</sup> Proposed in May, 1950, and put into execution in September, 1950, the program was described in an article by Margaret T. Hills.<sup>25</sup>

22 Superintendent's Bulletin, Vol. 4, No. 2, September 5, 1950, 2.

23 Thaddeus J. Lubera, "Principal Initiates In-Service Training Program for Staff," Chicago Principals' Club Reporter, XLV, May, 1946, 24.

24 The elementary schools of Chicago are divided for administrative purposes into nine districts, each under the supervision of a district superintendent. The districts, running roughly east and west, are numbered in order from District One in the northern area of Chicago, to District Nine in the southern area of Chicago.

25 Margaret T. Hills, "An In-Service Training Program," Chicago Principals' Club Reporter, XL, December, 1950, 21-25.

A series of three meetings devoted to workshops and panel discussions was instituted by the organizing committee for all new teachers in the district. Each school in the district contributed problems for consideration. Listed were those problems in such areas as classroom management, understanding children or child psychology, and improvement of instruction, which puzzled new teachers. Answers were sought in specific educational objectives and in practical techniques of the classroom. Evaluative measures were employed by assessing the reaction of the participants and entertaining suggestions for improvement of the project for further use. Of the group, 81 per cent, or 119 of the 147 participants found the sessions professionally profitable and recommended their continued use. Outside of the social setting of the workshop, however, little emphasis appears to have been given to any personal orientation as such.

In March, 1951, Paul H. Lahann, Director of Teacher Personnel, reported the results of conferences with substitutes and with principals concerning the failure of beginning teachers.<sup>26</sup> He found that failure may be due to: (1) lack of understanding of classroom management, (2) lack of subject matter content knowledge, (3) poor work habits, (4) lack of judgment, and (5) inability to adapt material to the level of the pupils. He also pointed out that the relative importance of many problems differed in Chicago from elsewhere. While the conclusions cited regarding difficulties were not materially different from the findings of other studies recorded in Chapter II,

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<sup>26</sup> Lahann, "Personnel Problems in the Elementary School," Chicago Principals' Club Reporter, XL, March, 1951, 9.

the divergence of opinion of their relative importance merely points up one of the claims of this study, namely, that an induction program to be meaningful must arise from the needs of the specific system where it is to operate.

Several new, cooperatively conceived printed aids aimed at the new teacher were distributed in 1950-1951 in the Chicago Public School System. Among them was a seventy-page mimeographed book, Techniques For the First Grade Teacher<sup>27</sup> prepared by a committee of primary teachers from District One. Its foreword stated that it was "intended to serve as a handbook of procedures for the inexperienced teacher who needs immediate assistance and a ready reference." While limited in appeal to first grade teachers it provided specific help for the new teacher in the trying first days in a classroom.

Another project which attested a profound interest in the new teacher was the product of a cooperative supervisory project of the principals of District Three, a handbook for elementary teachers entitled For Example....<sup>28</sup> Its foreword stated that it attempted to make available in simple form some very concrete suggestions for new teachers but that it grew into a handbook of general school practice on a variety of topics of interest and value to all principals and teachers of the district. It claimed no special authoritative sanction nor did it prescribe practice in any way.

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27 Techniques for the First Grade Teacher, An In-Service Study Prepared by a Committee of Primary Teachers, Elementary District One, Chicago Public Schools, 1950.

28 For Example.... A Handbook of Good Practice in the Elementary Classroom, Prepared by the Principals of Elementary School District Three, Chicago, Illinois, January, 1951.

Actually it accomplished a great deal more than its modest claims. Attractive in planeographed format and profusely illustrated with humorous pertinent cartoons, it presented in outline form a general reference book for guidance on several levels. Under headings of general school policies, techniques of instruction, routine activities of teachers, and teacher participation, it listed objectives, specific techniques, inspirational counseling, rules and regulations, personal adjustment aids, and other advices which are usually acquired only with much personal effort and experience on the part of the teacher. As a handbook, it was not, and was not meant to be, inclusive, but it laid the groundwork for expansion. Perhaps its chief drawback is that it did not allow for addenda and thus limited its expansibility. The new teacher would find it a helpful guide.

Making its appearance in 1951 was another pamphlet with system-wide distribution, Good Morning Teacher.<sup>29</sup> Aimed primarily at the new teacher, the information contained was so generally helpful that copies were provided for all teachers. This pamphlet explained simply such topics as the organization of the Board of Education, the basic philosophy of the Chicago Public Schools, and the scope of the curriculum. Policy affecting teaching was explained in a second section. Capsule information of personnel policies was covered in the third section. The distribution was made as a helpful supplement to assist in the new teacher's effective orientation to the profession.

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<sup>29</sup> Good Morning Teacher, A Handbook of Helpful Information for the New Teacher, Board of Education, Chicago, Illinois, n.d.



Perhaps the most important step forward in an induction program was taken in January, 1951, with the inauguration of a new course which was offered by Chicago Teachers College. The Announcement, dated January 17, 1951, stated:

All teachers who get assigned to the Teachers Reserve Group or get transferred from the Teachers Reserve Group to an elementary school at the beginning of the new semester, are expected, as part of their probationary service, to take a course entitled Education 363, "Orientation to Elementary School Teaching."<sup>30</sup>

The classes met in nine sections, one at each of the elementary district superintendent offices. The course was given without fee and two semester hours of promotional credit were given for participation. Supervision of the courses was in the hands of the district superintendent in whose office the section was given.

A suggestive list of topics scheduled to be covered in the course was given to each district superintendent. It included the following:

1. Planning a lesson
2. The teaching and the learning cycle
3. The guidance of instruction
4. Organizing the class for effective teaching
5. Organizing the class for effective control
6. Professional relations: principal and teacher
7. Materials of instruction
8. Special educational services and activities

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<sup>30</sup> Announcement, Chicago Teachers College, Chicago, Illinois, January 17, 1951.

9. Using community resources
10. How to evaluate results
11. Record keeping and interpretation
12. Nature of the elementary school child
13. Professional literature
14. Structure of the Chicago School System
15. Rules of the Board the teacher should know
16. How Chicago provides for handicapped children
17. Working with the community
18. Tentative philosophy and aims
19. Areas of Living
20. Areas of Learning

The methods of presentation varied with each district. Some districts provided for instruction by expert consultants called in from outside the system; some relied upon principals and superior teachers within the system; one district had a single instructor throughout the entire series; at least one district worked on a group committee plan.

It was at individual sessions of this course in each district that the questionnaire upon which the next chapter was based was administered. In four of the districts the questionnaire was completed during the class session. In five districts the respondents accepted the questionnaires at one session and returned them at the following session. Their responses were voluntary in all cases and except in a few instances, at the individual's option, the respondent remained anonymous.

It can be seen that much has been done in facilitating the induction of new teachers in the Chicago School System, yet much remains to be done. Administrative and supervisory interest in the pressing problem is plain. It exists at present on all levels, system-wide, district-wide, and in the school-community. What appears to be still lacking is a coordinated program, defined as to areas of obligation and responsibility, and implemented with a sound administrative policy. The aim of this study is to attempt to formulate the first part of this program. Inclusion of any technique in the proposed plan does not imply that such techniques are original contributions of the study. Furthermore, such inclusion does not necessarily mean that the technique is not in current use. The program cannot and must not be inflexible and restrictive. Its objectives must be well defined and it must allow for broad interpretation and a wide choice of application of procedures within its requirements and its philosophic framework.

## CHAPTER IV

### PROBLEMS EXPERIENCED BY NEW CHICAGO TEACHERS

#### A. Circumstances of the Investigation

In order to ascertain what measures are necessary on the part of a large city system instituting an induction program, some means to determine the difficulties must be found. For the purposes of this study, it was determined that the instrument should meet several criteria: (1) It should be administratively uncomplicated. (2) It should be able to explore needs on several levels. (3) It should employ a relatively wide sampling of reactions. (4) It should be capable of interpretation. (5) It should seek wide representation of reaction. (6) It should be capable of evaluation. Criteria pertaining to the resulting information should also be satisfied. (1) The data must come from those intimately concerned. (2) They must be given without thought of favor or fear of retaliation. (3) They must yield information beyond the bare facts. (4) They must represent sincere reaction.

Conceivably, the above requirements--except possibly for validity of reaction--could be wholly met only by a coordinated program instituted by the highest school authorities and administered by mandate through the chain of delegated authority with proper regard for democratic procedure, to all teachers concerned. Practically, the requirements can be met on a more

modest level, and with possibly more valid findings, by an independent study such as the present one. Without the weight of authority imposing it, it is true that there can be no universality of response. Off setting this drawback is the fact that data obtained are given voluntarily and, presumably, with more candor on the part of the participants who elect to respond. The medium selected was a questionnaire designed with the local situation in mind. It seemed to answer the criteria listed at the outset of this chapter.

Access to respondents is ordinarily more difficult for the independent researcher. In the present case this difficulty was overcome by the fact that the natural population from which data are sought—all beginning elementary school teachers in Chicago—was congregated in the nine elementary district offices for a required course in orientation. Helpful and considerate cooperation was given by each of the district superintendents and their staffs in accumulating the data.

The questionnaire was presented to the teachers enrolled in this course during April and May of 1951. Concentration of these groups in physical attendance at class sessions made possible the personal administration of the questionnaire. This procedure presented several advantages. Directions were verbally explained. Questions of interpretation were answered. The percentage of usable replies was high. Individual replies were amplified in personal interviews. Replies represented immediate reaction on the part of the respondents. The results were obtained in a short time. Among the disadvantages in the administration of this questionnaire were these. At each class session during the presentation there were several absentees. Including replies from these absentees at a later session was

impractical because the replies represented anonymous reaction and also because the class time allowed for presentation had been exhausted. In four districts, because class time was not available, a time lapse of a week was required before questionnaire forms were returned. Despite these disadvantages, returns were obtained from over 70 per cent of the teachers enrolled in the combined sessions of the course. Table IV reveals the numbers of men and women taking the course who completed questionnaires, showing that a slightly higher per cent of the women than men responded. The respondents may be considered representative of the group as a whole and hence, their opinions representatively significant of the group.

TABLE IV  
COMPONENT OF TEACHERS ANSWERING QUESTIONNAIRE

New Chicago Teachers	Men	Women	Total
No. enrolled in Educ. 323	52	259	311
No. replying to questionnaire <sup>a</sup>	35	184	219
Per cent replying	67.3	71	70.4

a Approximately ten returns were unusable because of incompleteness.

#### B. Analysis of the Questionnaire

The questionnaire instrument<sup>1</sup> was composed of three parts each

<sup>1</sup> See Appendix I.

yielding information of a different nature.

Part I consisted of twelve responses designed to provide a composite picture of the teachers newly assigned with regard to vital statistics, educational background, professional status, attitude toward teaching, and satisfaction with personal and professional adjustment. The marital state of respondents was not determined and the information would have been helpful in assessing questions on salary and social life problems. The school of assignment would also have been a valuable listing but this item was withheld deliberately in order not to inhibit the respondent's replies through self-identification. These twelve responses, outside of naming the training organization, consisted of yes-no replies.

In Part II, replies to forty problem situations were solicited. Reactions could be indicated within a continuum of six stages. The statement of the problem situation could represent a matter of: (1) extreme personal concern, (2) considerable personal concern, (3) some personal concern, (4) little personal concern, (5) no personal concern, and (6) non-application. It was found necessary in administering the form to explain the difference between Degrees (5) and (6). Degree (5) no personal concern, was interpreted to mean the situation had been met but was not a matter which caused the subject resentment. Degree (6), a non-applicable matter, designated one which had not been met by the subject. This discrimination was necessary in checking many items such as: (6) "There is no one near my age assigned to my school," or (36) "Assembly programs are a great worry to me," and others.

The forty situations listed were the final selections from an original listing of over three hundred problems. Items in the original list-

ing were gathered from the literature reviewed in Chapter II, from personal observations, from consultations with beginning and experienced teachers, and from advices of colleagues attending a graduate seminar. The resulting listing was repetitious, unwieldy, and due to its several sources, often inapplicable to the situation in Chicago. By experimental application of the long list on voluntary subjects, and by elimination of items deemed of minor importance, the final listing was evolved.

While no deliberate attempt to balance the types of problems was made, it was found that they fell into three categories of experience:

1. The teacher in relation to the pupil and his instruction--fifteen items.
2. The teacher in relation to administration, including building and equipment--fourteen items.
3. The teacher in relation to personal adaptation to self, to other adults, and to the community--eleven items. Equating the categories would seem to have no special significance since measures of aid would apply without discrimination to any of them.

The categories were not kept intact in the presentation, the problem situations being set down at random. This was done in order to avoid influencing responses of related situations and to provide in some cases, an internal check on certain reactions. Because this was a listing of problems, items were stated negatively, or with implicit negative intent. It was assumed that such a wording would elicit a more exact reaction than a positive statement. For example, "Many members of the faculty are unfriendly" seems a more challenging statement warranting an appraisal than "The other members of



the faculty are friendly."

In Part III were listed ten of the commonest administrative techniques used in induction programs throughout the country or suggested by studies concerned with induction practices. They are more suggestive than inclusive but they touch the principal agencies involved in any such program: the central administration, service organizations, the local school, the teacher-training institution, and the community, through the parents. Any program must be an elaboration and an extension of such techniques. Respondents were asked to rate each device (1) if they would like very much to see it used, (2) if they would neither like nor dislike to see it used, and (3) if they would not like at all to see it used. Additional space was provided on the test form for the teachers to comment on all parts of the questionnaire or to make further suggestions.

### C. Analysis of Questionnaire Results

#### 1. Personal Data

Table V shows that of the 219 replies gathered from those completing the questionnaires, sixty, or approximately 27 per cent were Chicago Teachers College graduates, and 159 from fifty-three other training institutions. Six of the Chicago Teachers College graduates were men and fifty-four were women. Twenty-nine men and 105 women attended other institutions. Sixty-eight per cent had had no previous teaching experience other than as cadets or as substitutes.

Table VI reveals that the ages of the respondents were distributed as follows: one hundred fifty between twenty and thirty years of age;

TABLE V

## INSTITUTIONS REPRESENTED BY RESPONDENTS

Institution <sup>a</sup>	Men	Women	Total
Chicago Teachers College	6	54	60
Roosevelt College	5	20	25
Northwestern University	4	21	25
University of Illinois	2	14	16
DePaul University	5	8	13
Mundelein College		6	6
University of Chicago		5	5
St. Xavier College		5	5
National College of Education		5	5
Loyola University	3		3
Illinois State Normal University	3		3
Northern Illinois State	3		3
Rosary		2	2
George Williams College	2		2
University of Wisconsin		2	2

a Plus one each from each of the following institutions:

Augustana College  
 Barat College  
 Bell State Teachers College  
 Central YMCA College  
 Chicago Musical College  
 Clark College  
 Clarke College  
 Cosmopolitan School of Music  
 Dillard University  
 Fisk University  
 Hilldale College  
 Illinois Wesleyan University  
 St. Mary's College  
 Indiana State  
 J. C. Smith University  
 Lincoln University  
 Lake Forest College  
 Macmurray College  
 Marquette University

Morris Brown College  
 Nebraska Teachers College  
 Ohio State  
 Philander Smith College  
 River Falls State Teachers College  
 Rosemont College  
 Springfield College  
 Swarthmore College  
 Talladoga College  
 Tennessee State College  
 Tuskegee Institute  
 University of Nebraska  
 University of Omaha  
 University of Oregon  
 Valparaiso University  
 Wayne University  
 Western Women's College  
 Wheaton College  
 Wilberforce University

thirty-eight between thirty and forty years of age, and twenty-one over forty years of age. Ten did not reply to this question. More than two-thirds were in the youngest bracket, over a sixth in the middle bracket, and nearly a tenth were over forty years of age.

TABLE VI  
AGE DISTRIBUTION OF RESPONDENTS

Respondents	YEARS OF AGE				Totals
	20-30	30-40	Over 40	No ans.	
Men	25	6	2	2	35
Women	125	32	19	8	184
Totals	150	38	21	10	219
Pct. answering	68.5	17.4	9.6	4.5	100

Other personal data as revealed by Table VII,<sup>2</sup> show that, while 86 per cent, or 188, said they felt well adjusted to the Chicago School System, approximately only 75 per cent, or 164, declared themselves satisfied with their present assignment. In answer to whether they found the manner of their induction into the school system satisfactory, 159, or 73 per cent said yes. Less than 3 per cent indicated that they were sorry they had chosen teaching as a career. Another 3 per cent refused to commit themselves on this question. Housing presented a problem to only twenty-three, or 10.5 per cent. One hundred forty, or 64 per cent found the orientation course they

<sup>2</sup> Table VII, 89.

were taking helpful in their adjustment although 4.5 per cent, or ten, refused to comment. This item had the largest number of withheld replies in the questionnaire, equalling the number who refused to divulge their age.

TABLE VII

## PERSONAL DATA AND OPINION REVEALED BY RESPONDENTS

Personal Data	Yes		No		No answer	
	No.	Pct.	No.	Pct.	No.	Pct.
I am satisfied with my present assignment	164	74.9	52	23.7	3	1.4
I found the manner of my induction satisfactory	159	72.6	54	24.7	6	2.7
Finding housing has been a problem	23	10.5	191	87.2	5	2.3
I find these orientation lectures helpful	140	64.0	69	31.5	10	4.5
I am glad I chose teaching for a career	207	94.6	6	2.7	6	2.7
I have not taught before except as a cadet, etc.	149	68.0	69	31.5	1	.5
I feel well adjusted to the Chicago system	188	85.8	28	12.8	3	1.4

## Summary of Personal Data

Certain inferences are possible in summing up this section of the questionnaire. Although these teachers were assigned at a time when Chicago Teachers College graduates were awarded teaching certificates without

examination, these graduates constituted only a little over one-fourth of the canvassed population. Others came from a wide-spread selection of training institutions, only four of them contributing ten or more candidates. The majority of the teachers, nearly 69 per cent, were between twenty and forty years of age although approximately one out of six was between thirty and forty and one out of ten over forty. It appears that a sizeable number of new assignees were somewhat older than might normally be expected. One explanation might be that of the 32 per cent who had had previous teaching experience, a number represented those returning to teaching after withdrawing temporarily from professional activity, and others represented emergency certificated teachers who became accredited after a relatively long period of time.

In any questionnaire tabulation, the answers to certain personal questions become unavoidably suspect regardless of the guarantee of the respondent's anonymity. Perhaps this is so because of fear of retaliation, a lack of candor, or self-delusion. This suspicion would arise only in this section of the questionnaire and only in those items which involve self-pride or self revelation, and is vitiated only by items which mutually check each other. An attempt was made to include such items. Certainly there is no reason to question that only 10.5 per cent experienced housing difficulties, indicating that this item so important elsewhere, is of negligible concern in Chicago.

The teachers declared themselves overwhelmingly in favor of their chosen career. Almost three-fourths indicated satisfaction with their present assignment. About the same number were pleased with the manner of

their induction. However, 86 per cent indicated that they felt well adjusted to the school system. This would seem to indicate that about 11 per cent, while adjusted to the system, would prefer another assignment. Transfer figures would indicate a much higher degree of dissatisfaction with present assignments and with the induction program.

## 2. Problems Indicated by Beginning Teachers

This section of the study is devoted to an analysis and evaluation of forty problem situations to which reactions were indicated by the 219 new and beginning teachers who completed the questionnaire. A listing of the problem situations as presented in Part II of the questionnaire form for which a degree of reaction was asked, follows below. After each statement its abbreviated form, containing the problem core, is given. This abbreviated form will be used with its original numerical designation in the text and in the various tabulations to follow.

- (1) Many members of the faculty are unfriendly--Co-teachers unfriendly.
- (2) My salary is inadequate--Inadequate salary.
- (3) My social life is inadequate--Inadequate social life.
- (4) My principal gives me no help--Principal doesn't help.
- (5) It is difficult to meet eligible members of the opposite sex--Meeting opposite sex.
- (6) There is no one near my age assigned to my school--No young co-teachers.
- (7) There is no decent eating place at, or near, school--Poor lunch facilities.

(8) The children don't learn as quickly as I expected--Children learn slowly.

(9) I have to review the subject matter I have to teach--Lack mastery of subject.

(10) Disciplining takes a great deal of my time--Discipline problems.

(11) I find it hard to adjust to the children because of racial differences--Racial animosity.

(12) I find it hard to adjust to the children because of religious differences--Religious animosity.

(13) The children have no initiative in their studies--Children apathetic.

(14) The children do not bathe frequently enough--Children unsanitary.

(15) It is hard to interest the children in their lessons--Can't interest children.

(16) I find it hard to plan my school lessons--Making lesson plans.

(17) I have too many papers to grade--Too many papers to mark.

(18) My students are antagonistic--Students antagonistic.

(19) My room has inadequate equipment, such as blackboards, bulletin boards, desks, etc.--Inadequate equipment.

(20) The lighting, ventilation, or heating in my room is inadequate--Physical classroom poor.

(21) I don't have enough textbooks for the children--Inadequate textbooks.

(22) I don't think my teaching methods are entirely adequate--Unsure of methods.

(23) I am not teaching the grade and subjects for which I was prepared--Untrained for grade.

(24) My school does not approve of modern methods--School too traditional.

(25) I travel too far daily to get to my school assignment--Live too far from work.

(26) I have too many extra-curricular duties--Non-teaching duties.

(27) The neighborhood in which the school is located is undesirable--Undesirable community.

(28) Visitors make me so nervous I don't do a good job when they're in my room--Dislike visitors.

(29) I have no time for extra-curricular activities--Schedule too full.

(30) The wide ability span of the children makes it hard to teach them all--Individual differences.

(31) I don't get much help with my discipline problems--No help with discipline.

(32) Giving report card marks is very hard--Grading children.

(33) Meeting the parents is a task I don't like--Dislike meeting parents.

(34) I can't get enough supplies such as paper, pencils, etc.--Inadequate supplies.

(35) Directions given for paper work, records, and reports are not clear--No guidance on records.

(36) Assembly programs are a great worry to me--Assembly programs.

(37) The principal is difficult to talk to or consult--Principal inaccessible.

(38) I have trouble keeping my room looking tidy--Housekeeping.

(39) I don't understand the philosophy of the school--Philosophy not grasped.

(40) Knowing what I have already learned, I wish I could start all over again with a new class--Would like fresh start.



Table VIII,<sup>3</sup> reveals the tabulated results of all replies to the forty items with problems listed in the original numerical order. Interpretation is difficult in this simple listing of raw scores but it is evident that no problem was considered completely conquered by all the teachers and many problems cause them evident distress.

A response in any column other than column (6) was assumed to indicate that the problem had been met by the teacher during the induction period. Table IX,<sup>4</sup> lists the percentages who encountered the problem and the rank order resulting from this listing. The percentages are those which resulted when entries in columns (1) through (5) were merged, thus excluding only those who did not indicate an answer. This table shows a range from a high of 90.9 per cent who indicated that salary difficulties constituted the most frequently considered item, to a low of 44.7 per cent who indicated that their schools resented newer methods of teaching. It is significant that only three items (24), (5), and (11) were encountered by fewer than 50 per cent, and these items fell less than 6 per cent below this point. This indicates the importance, in an induction plan, of attention to every item in the list. It should be noted that Table IX takes into consideration only the recognition of the problems and does not indicate the degree of personal reaction which the respondents felt.

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3 See Table VIII, 95.

4 See Table IX, 96.

TABLE VIII

## PROBLEMS OF INDUCTION EXPERIENCED BY RESPONDENTS

Problem	No. of Teachers Reporting <sup>a</sup>						
	1	2	3	4	5	6	?
1 Co-teachers unfriendly	-	4	23	42	67	82	1
2 Inadequate salary	32	43	72	30	21	20	1
3 Inadequate social life	5	4	21	19	71	98	1
4 Principal doesn't help	7	18	25	30	56	82	1
5 Meeting opposite sex	5	9	20	20	49	116	-
6 No young co-teachers	7	2	17	15	76	102	-
7 Poor lunch facilities	16	14	36	17	58	77	1
8 Children learn slowly	7	36	87	34	21	34	-
9 Lack mastery of subject	2	11	55	60	51	39	-
10 Discipline problems	31	51	61	32	14	27	3
11 Racial animosity	-	5	6	12	83	112	1
12 Religious animosity	-	-	2	13	93	107	4
13 Children apathetic	9	27	75	43	33	30	2
14 Children unsanitary	12	27	42	40	42	56	-
15 Can't interest pupils	10	24	64	49	35	35	2
16 Making lesson plans	3	9	34	57	66	47	3
17 Too many papers to mark	6	15	45	39	50	64	-
18 Students antagonistic	5	9	22	35	65	83	-
19 Inadequate equipment	20	24	43	23	48	61	1
20 Physical classroom poor	21	23	35	24	55	60	1
21 Inadequate textbooks	32	33	33	24	41	55	1
22 Unsure of methods	8	29	85	46	28	23	-
23 Untrained for grade	8	6	17	23	58	107	-
24 School too traditional	2	5	17	21	51	121	2
25 Live too far from work	8	11	29	20	52	99	-
26 Non-teaching duties	4	4	17	24	68	101	1
27 Undesirable community	15	9	28	29	71	67	-
28 Dislike visitors	2	11	43	33	70	60	-
29 Schedule too full	9	8	28	41	51	79	3
30 Individual differences	15	30	65	48	29	31	1
31 No help with discipline	22	19	34	30	48	66	-
32 Grading children	6	22	44	46	58	43	-
33 Dislike meeting parents	-	1	21	35	103	59	-
34 Inadequate supplies	17	14	29	27	58	74	-
35 No guidance on records	10	15	27	32	64	71	-
36 Assembly programs	17	14	41	38	54	54	1
37 Principal inaccessible	21	16	14	16	69	82	1
38 Housekeeping	5	14	48	44	66	42	-
39 Philosophy not grasped	3	5	20	27	80	79	5
40 Would like fresh start	13	12	34	26	66	64	4

<sup>a</sup> Key: 1, extreme concern; 2, considerable concern; 3, some concern; 4, little concern; 5, no concern; 6, does not apply. (?) indicates lack of any response.

TABLE II

## RELATIVE FREQUENCY OF PROBLEMS EXPERIENCED

Problem	Per cent Encountering	Rank Order
(2) Inadequate salary	90.9	1
(22) Unsure of methods	89.5	2
(10) Discipline problems	87.7	3
(13) Children apathetic	86.3	4
(30) Individual differences	85.8	5
(8) Children learn slowly	84.5	6
(15) Can't interest children	84.0	7
(9) Lack mastery of subject	82.2	8
(38) Housekeeping	80.8	9
(32) Grading children	80.4	10
(16) Making lesson plans	78.5	11
(36) Assembly programs	75.3	12
(21) Inadequate textbooks	74.9	13
(14) Children unsanitary	74.4	14
(33) Dislike meeting parents	73.1	15
(20) Physical classroom poor	72.6	16.5
(28) Dislike visitors	72.6	16.5
(19) Inadequate equipment	72.1	18
(17) Too many papers to mark	70.8	19.5
(40) Would like fresh start	70.8	19.5
(31) No help with discipline	69.4	21.5
(27) Undesirable community	69.4	21.5
(35) No guidance on records	67.6	23
(34) Inadequate supplies	66.2	24
(7) Poor lunch facilities	64.9	25
(29) Schedule too full	63.9	26.5
(39) Philosophy not grasped	63.9	26.5
(4) Principal doesn't help	62.9	29
(1) Co-teachers unfriendly	62.6	29
(37) Principal inaccessible	62.6	29
(18) Students antagonistic	62.1	31
(3) Inadequate social life	55.3	32
(25) Live too far from work	54.8	33
(26) Non-teaching duties	53.9	34
(6) No young co-teachers	53.4	35
(23) Untrained for grade	51.1	36.5
(12) Religious animosity	51.1	36.5
(11) Racial animosity	48.9	38
(5) Meeting opposite sex	47.1	39
(24) School too traditional	44.7	40

For more significant comparison, Table X<sup>5</sup> was designed to reveal the problems in order of severity of the individual items. Special interpretation of the data was necessary to make the comparison meaningful. As the key explains, the degree of concern ran through (1) extreme personal concern, (2) considerable personal concern, (3) some personal concern, (4) little personal concern, and (5) no personal concern, to (6) does not apply. On the basis of this continuum of response, columns (1), (2), and (3) indicated positively felt concern; columns (4) and (5) denoted little significant concern, and column (6) indicated no application. The seventh column, (7) items left unmarked, might or might not have indicated indecision or withheld information. Listings here were so numerically insignificant that their omission could have little influence in ranking the degree of difficulty of the problems. Felt to be of most importance were the combined listings in columns (1), (2), and (3)—all positively concerned checkings. The combined listing of columns (1) and (2) denotes a greater refinement in severity selection, and the listing of column (1) indicates severity in individual cases. The latter two listings are of secondary importance in considering the overall picture. Every rank in each listing is absolute because its position was determined by the frequencies in the next lower column of the original distribution. Percentage figures show relationship of each tabulation to the total number of 219 responses.

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5 See Table X, 98.

TABLE X

98

## RELATIVE DIFFICULTY OF PROBLEMS EXPERIENCED

	Entries indicating degree of severity a								
	Cols. 1, 2, 3 b			Cols. 1, 2 b			Col. 1 b		
	No.	Pct.	Or- der	No.	Pct.	Or- der	No.	Pct.	Or- der
(2) Inadequate salary	117	67.1	1	75	34.2	2	32	14.6	1
(10) Discipline problems	113	65.3	2	82	37.4	1	31	14.2	3
(8) Children learn slowly	130	59.3	3	43	19.6	7	7	3.2	22
(22) Unsure of methods	122	55.7	4	37	16.9	10	8	3.7	19
(13) Children apathetic	111	50.7	5	36	16.4	12	9	4.1	17
(30) Individual differences	110	50.2	6	45	20.5	4	15	6.8	11
(15) Can't interest pupils	98	44.7	7	34	15.5	13	10	4.6	15
(21) Inadequate textbooks	98	44.7	8	65	29.7	3	32	14.6	2
(19) Inadequate equipment	87	39.7	9	44	20.1	6	20	9.1	7
(14) Children unsanitary	81	37.0	10	39	17.8	9	12	5.5	14
(20) Physical classroom poor	79	36.1	11	44	20.1	6	21	9.6	5
(31) No help with discipline	75	34.2	12	41	18.7	8	22	10.0	4
(32) Grading children	72	32.9	13	28	12.8	17	6	2.7	25
(36) Assembly programs	72	32.9	14	31	14.2	14	17	7.8	8
(9) Lack of Subject mastery	68	31.0	15	13	5.9	29	2	.9	34
(38) Housekeeping	67	30.6	16	19	8.7	23	5	2.3	27
(17) Too many papers to grade	66	30.1	17	21	9.6	22	6	2.7	26
(7) Poor lunch facilities	66	30.1	18	30	13.7	16	16	7.3	10
(34) Inadequate supplies	60	27.4	19	31	14.2	14	17	7.8	9
(40) Would like fresh start	59	26.9	20	25	11.4	18	13	6.9	13
(28) Dislike visitors	56	25.6	21	13	5.9	30	2	.9	35
(27) Undesirable community	52	23.7	22	24	11.0	21	15	6.8	12
(35) No guidance on records	52	23.7	23	25	11.4	19	10	4.6	16
(37) Principal inaccessible	51	23.3	24	37	16.9	11	21	9.6	6
(4) Principal doesn't help	50	22.8	25	25	11.4	20	7	3.2	23
(25) Live too far from work	48	21.9	26	19	8.7	24	8	3.7	20
(16) Making lesson plans	46	21.0	27	12	5.5	31	3	1.4	32
(29) Schedule too full	45	20.5	28	17	7.8	25	9	4.1	18
(18) Students antagonistic	36	16.4	29	14	6.4	26	5	2.3	28
(5) Meeting opposite sex	34	15.5	30	14	6.4	27	5	2.3	30
(23) Untrained for grade	31	14.2	31	14	6.4	28	8	3.7	21
(3) Inadequate social life	30	13.7	32	9	4.1	32	5	2.3	29
(39) Philosophy not grasped	28	12.8	33	8	3.7	34	3	1.4	33
(1) Co-teachers unfriendly	27	12.3	34	4	1.8	38	-	-	-
(6) No young co-teachers	26	11.9	35	9	4.1	33	7	3.2	24
(26) Non-teaching duties	25	11.4	36	8	3.7	35	4	1.8	31
(24) School too traditional	24	11.0	37	7	3.2	36	2	.9	36
(33) Dislike meeting parents	22	10.0	38	1	.5	39	-	-	-
(11) Racial animosity	11	5.0	39	5	2.3	37	-	-	-
(12) Religious animosity	2	.9	40	-	-	-	-	-	-

(a) Key: Column 1, extreme concern; Column 2, considerable concern; Column 3, some concern.

(b) Rank order is absolute as it was determined by frequencies in next succeeding columns of original distribution. Percentage shows relationship to total number of 219 responses.

For purposes of comparison within categories suggested in Chapter II, the data in Table X must be re-ordered. Tables XI-XIII give the re-sponesed rearranged as follows.<sup>6</sup> Table XI, those in relation to the pupil and his instruction, including items (10), (8), (22), (13), (30), (15), (14), (32), (36), (9), (17), (16), (18), (11), and (12); Table XII, those in relation to administration, including building and equipment, including items (21), (19), (20), (31), (7), (34), (35), (37), (4), (29), (23), (39), (26), and (24); and Table XIII, those in relation to self, to other adults, and to the community, including items (2), (38), (40), (28), (27), (25), (5), (3), (1), (6), and (33). The order of ranking within each category is according to degree of relative difficulty indicated by the sum of the three highest degrees of concern. It would be possible to break down these classifications still further but it was felt that the categories selected represented the best workable arrangement as they coincide with findings recorded in Chapter II.

Problems of relationship with pupils and instruction appear to be of prime importance, occupying ten of the first fifteen ranks. Those in relation to the administration and building accounted for four of the first fifteen leaving only one, salary in the third category. Properly, salary might have been considered an administrative problem. In this instance it was treated as a social one. It is a problem whose alleviation is beyond the scope of the study. It must be considered here in its character of a personal adjustment to be made.

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# a. Problems Related to the Pupil and His Instruction

The first of the categories to be examined pertains to problems relating to the pupil and his instruction as revealed in Table XI. Implicit in most of the pressing difficulties in this category which the teachers indicated is a lack of understanding of child psychology and individual differences. Disciplinary control headed the list of concerns with 65 per cent

TABLE XI

## RELATIVE DIFFICULTY OF PROBLEMS RELATING TO THE PUPIL AND HIS INSTRUCTION

	Per. <sup>a</sup>	Rank <sup>b</sup> order	Degree of difficulty <sup>c</sup>						
			1	2	3	4	5	6	
(10) Discipline problems	65.3	2	31	51	61	32	14	27	3
(8) Children learn slowly	59.3	3	7	36	87	34	21	34	
(22) Unsure of methods	55.7	4	8	29	85	46	28	23	
(13) Children apathetic	50.7	5	9	27	75	43	33	30	2
(30) Individual differences	50.2	6	15	30	65	48	29	31	1
(15) Can't interest pupils	44.7	7	10	24	64	49	35	35	2
(14) Children unsanitary	37.0	10	12	27	42	40	42	56	
(32) Grading children	32.9	13	6	22	44	46	58	43	
(36) Assembly programs	32.9	14	17	14	41	38	54	54	1
(9) Lack subject mastery	31.0	15	2	11	55	60	51	39	1
(17) Many papers to grade	30.1	17	6	15	45	39	50	64	
(16) Making lesson plans	21.0	27	3	9	34	57	66	47	3
(18) Students antagonistic	16.4	29	5	9	22	35	65	83	
(11) Racial animosity	5.0	39		5	6	12	83	112	1
(12) Religious animosity	.9	40			2	13	93	107	4

a Computed from entries in columns of three highest degrees of difficulty.

b Rank order is absolute as it was determined by frequencies in column (4) of original distribution.

c Key: Column 1, extreme concern; Column 2, considerable concern; Column 3, some concern; Column 4, little concern; Column 5, no concern; Column 6, does not apply. Lack of any response is indicated by column (7).

indicating its seriousness. Slowness of pupils to learn, their lack of initiative, their wide span of abilities and their lack of interest ranked third, fifth, and sixth, respectively. Thus, more than half of the teachers believed their chief difficulties lay in the shortcomings of the children. However, 56 per cent expressed some self-doubt as to the adequacy of their methods of teaching, placing this personal imperfection in fourth place. Lack of adjustment to children is evident in two other problems. Distaste of children's sanitary habits (14), ranked tenth for 37 per cent. A significant number, 16 per cent, found the children actually antagonistic to them, ranking this item (18), twenty-ninth. Most heartening of the placement of items in this category were the two final listings, antipathy to children because of race (11), and religion (12), although even here 49 per cent and 51 per cent respectively, acknowledged the existence of the problems. Among classroom administrative responsibilities which provided difficulties were: marking report cards (32), presenting assembly programs (36), both 33 per cent, and making lesson plans (16), 21 per cent. The necessity to review subject matter to be taught (9), troubling 31 per cent, which bears a close relationship to (16), ranked considerably higher than the latter item in degree of severity met, although the ranks in order of frequency were comparatively close. Table IX ranked them eighth and eleventh to show frequency. Table XI ranked them fifteenth and twenty-seventh to show severity.

#### Summary of Problems Related to Pupils and their Instruction

Although the new teachers were not too sure that their teaching methods were completely adequate, they were inclined to blame much of the



ineffectiveness of their teaching upon the children. They admitted that discipline problems took too much time. Many seemed to dislike the children because of their apparent lack of cooperation. Children were slow, unwilling to learn, widely differentiated in ability, hard to interest and even antagonistic. Their racial and religious backgrounds did not trouble the teachers too much. The high rank given to the fact of the children's infrequent bathing may or may not reflect a reaction to their community background. Many of these factors indicate an unconscious admission on the part of the teachers that they were not yet familiar with the nature of the child and the nature of his learning and were trying to transfer responsibility for these deficiencies. A considerable amount of guidance and counseling of these new teachers seems indicated.

#### b. Problems Related to Administration and Plant

Table XII reveals that many of the most severe difficulties lay in a lack of adjustment to administration and the physical plant. High on the list were inadequacies in circumstances of work. Insufficient textbooks (21), ranked eighth, with 45 per cent listing it. Lack of adequate equipment such as blackboards, bulletin boards, desks, (19) ranked ninth with 40 per cent listing. Improper lighting, ventilation or heating (20), ranked eleventh with 36 per cent. Twenty-seven per cent complained of lack of supplies (34), which was ranked in nineteenth place. Thirty per cent commented on the lack of lunchroom facilities (7).

Several problems devolved upon the teacher-principal relationship. Thirty-four per cent expected more help with discipline (31); 23 per cent

were dissatisfied with the principal's supervisory assistance (4); 24 per cent wanted more explicit directions for making reports and keeping records; 23

TABLE XII

RELATIVE DIFFICULTY OF PROBLEMS RELATING TO ADMINISTRATION  
INCLUDING PLANT AND EQUIPMENT

	Pot. <sup>a</sup>	Rank <sup>b</sup> Order	Degree of difficulty <sup>c</sup>						
			1	2	3	4	5	6	7
(21) Inadequate textbooks	44.7	8	32	33	33	24	41	55	1
(19) Inadequate equipment	37.7	9	20	24	43	23	48	61	
(20) Physical classroom poor	36.1	11	21	23	35	24	55	60	1
(31) No help with discipline	34.2	12	22	19	34	30	48	66	
(7) Poor lunch facilities	30.1	18	16	14	36	17	58	77	1
(34) Inadequate supplies	27.4	19	17	14	29	27	58	74	
(35) No guidance on records	23.7	23	10	15	27	32	64	71	
(37) Principal inaccessible	23.3	24	21	16	14	16	69	82	1
(4) Principal doesn't help	22.8	25	7	18	25	30	56	82	1
(29) Schedule too full	20.5	28	9	8	28	41	51	79	3
(23) Untrained for grade	14.2	31	8	6	17	23	58	107	
(39) Philosophy not grasped	12.8	33	3	5	20	27	80	79	5
(26) Non-teaching duties	11.4	36	4	4	17	24	68	77	1
(24) School too traditional	11.0	37	2	5	17	21	51	121	2

a Computed from entires in columns of three highest degrees of difficulty.

b Rank order is absolute as it was determined by frequencies in column (4) of original distribution.

c Key: Column 1, extreme concern; Column 2, considerable concern; Column 3, some concern; Column 4, little concern; Column 5, no concern; Column 6, does not apply. Lack of any response is indicated by column headed (?).

per cent were dissatisfied with the principal's supervisory assistance (4); 24 per cent wanted more explicit directions for making reports and keeping records; 23 per cent found the principal inaccessible for conference (37). While 21 per cent thought they had too little time for extracurricular activities (29), only 11 per cent thought they had too many extracurricular duties (26). Only 14 per cent were concerned about teaching in a grade

other than the one prepared for (23). There seemed to be little quarrel with the general aims of the school. Only 13 per cent admitted they did not understand the general philosophy of the school (39), and 11 per cent found their schools objected to modern methods which they presumably wanted to use (24).

#### Summary of Problems Related to Administration

Two reasons may have made the building facilities a likely target for complaint. First, it is impersonal and candor of opinion is invited. Second, conditions in many overcrowded schools where many of these teachers work are sub-standard. In interviews many teachers told of double-shift buildings where rooms were not exclusively their own but were shared. Facilities in other cases were over-taxed. Buildings in some cases were obsolescent. Teaching was being carried on under many inconveniences. In view of these factors, it may be assumed that the protests were legitimate ones inasmuch as the percentage encountering inadequate conditions was also high. Emphasis on lack of textbooks seems to indicate, perhaps, a too tenacious reliance on having a classroom conform to a standard achievement pattern, and an accompanying lack of resourcefulness on the part of a new teacher.

The teacher-principal relationship difficulties may have been the result of misunderstandings. The high percentage—34 per cent—who wanted help in discipline may have represented many who would rationalize an inability to handle the problem through a lack of knowledge of child psychology and efficient teaching method. To all appearances, however, many were not

receiving proper supervisory guidance whether through misunderstanding or not. It is evident that the initiative for correcting many of these conditions must be assumed by the administrative staff, since the new teacher may not make many of these needs known.

It can be debated whether the grasp of the school's philosophy is as firm as the questionnaire results show, or whether the results represent an unjustified assurance on the teachers' part. Heavy emphasis in Chicago upon its tentative statement of philosophy for the school system, however, tends to reinforce the findings of the questionnaire.

#### c. Problems Related to Personal Adjustment

The third table in this series, Table XIII, reveals that personal adjustment and adjustment to other adults showed the most consistently low rankings of the three categories with the single exception of the primary problem cited by 91 per cent of those answering the questionnaire: the inadequacy of their salaries. None of the problems other than this was considered serious by more than 31 per cent of the group in this category. Thirty-one per cent said they had trouble keeping their room tidy (38), a fault more personal than they may have admitted. Non-specified visitors in their rooms (28) troubled twenty-six per cent, although it must be remembered that 23 per cent wanted more supervisory help, and item (33) showed only 10 per cent who disliked meeting parents. Dissatisfaction with present assignment was shown by the 24 per cent who objected to the neighborhood (27), and 22 per cent who had to travel too far to get to school (25).

TABLE XIII

RELATIVE DIFFICULTY OF PROBLEMS RELATING TO  
SELF, OTHER ADULTS, THE COMMUNITY

	Pct. <sup>a</sup>	Rank Order <sup>b</sup>	Degree of difficulty <sup>c</sup>						
			1	2	3	4	5	6	7
(2) Inadequate salary	67.1	1	32	43	72	30	21	20	1
(38) Housekeeping	30.6	16	5	14	48	44	66	42	
(40) Would like fresh start	26.9	20	13	12	34	26	66	64	4
(28) Dislike visitors	25.6	21	2	11	43	33	70	60	
(27) Undesirable community	23.7	22	15	9	28	29	71	67	
(25) Live too far from work	21.9	26	8	11	29	20	52	99	
(5) Meeting opposite sex	15.5	30	5	9	20	20	49	116	
(3) Inadequate social life	13.7	32	5	4	21	19	71	98	1
(1) Co-teachers unfriendly	12.3	34		4	23	42	67	82	1
(6) No young co-teachers	11.9	35	7	2	17	15	76	102	
(33) Dislike meeting parents	10.0	38		1	21	35	103	59	

a Computed from entries in columns of three highest degrees of difficulty.

b Rank order is absolute as it was determined by frequencies in column (4) of original distribution.

c Key: Column 1, extreme concern; Column 2, considerable concern; Column 3, some concern; Column 4, little concern; Column 5, no concern; Column 6, does not apply. Lack of any response is indicated by column headed (?).

Of the personal-social factors, 14 per cent complained of the lack of social life (3), and 16 per cent of the lack of opportunity to meet members of the opposite sex (5). Twelve per cent objected to the fact that no one their own age was among their co-workers (6). Twelve per cent also found animosity on the part of the faculty toward them (1). More than one in four implied in item (40) that knowledge gained through experience would make a better teacher of them.

**Summary of Problems Related to Self, Other Adults,  
and Community**

Only 10 per cent of the beginning teachers were satisfied with their salaries. Other personal factors troubled them less than problems in other categories. Nearly one in four objected to his present assignment because of the school-neighborhood or the distance from home.

For the most part, they professed themselves well adjusted to social contacts they made in school and indicated little concern with lack of social opportunities in their personal life.

**d. Responses Considered According to Sex  
of Respondent**

A further analysis of the data in Part II of the questionnaire relating to problems met by beginning teachers may be pursued in the differentiation in response by sex. Table XIV<sup>7</sup> breaks down the responses into relative frequency and severity of the problems as severally seen by men and by women. This table reveals the degree of seriousness expressed by either sex and the proportion to responses of others of the same sex and to those of the entire 219 taking the test. The table may be read as follows: For problem (10), 87.5 per cent of the female respondents acknowledged that the problem existed, without reference to degree of personal concern; they placed it fifth in frequency of occurrence of problems cited; 66.8 per cent of the women considered it first in importance personally, and accounted for 56.2 per cent of

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<sup>7</sup> See Table XIV, 108, 109.

TABLE XIV

FREQUENCY AND SEVERITY OF DIFFICULTIES AS RANKED BY WOMEN AND MEN

108

Difficulty	WOMEN N = 184						MEN N = 35						MEN & WOMEN N = 219	
	Rank Order of Frequency	Pct. Meeting Difficulty	Rank Order of Severity	Pct. of Total Response	Pct. Recogniz- ing Problem	Rank Order of Frequency	Pct. Meeting Difficulty	Rank Order of Severity	Pct. of Total Response	Rank Order of Severity	Pct. of Total Response	Rank Order of Severity		
(10) Discipline Problems	87.5	66.3	1	56.2	89	9	57	5	9.1	2	9.1	2		
(2) Inadequate salary	89.1	63.6	2	53.4	100	1	88	1	13.7	1	13.7	1		
(8) Children learn slowly	99.4	60.3	3	50.7	94	3.5	95	2	8.7	3	8.7	3		
(22) Measure of methods	88.6	56.5	4	47.5	94	3.5	95	4	8.2	4	8.2	4		
(13) Children apathetic	91.9	56.0	5	47.0	86	10	92	5	3.7	5	3.7	5		
(30) Individual differences	90.2	48.9	6	41.1	94	3.5	95	6	9.1	6	9.1	6		
(15) Can't interest children	82.6	46.2	7	38.8	91	7	96	7	4.1	7	4.1	7		
(21) Inadequate textbooks	74.5	45.7	8	38.3	77	12.5	10	8	6.4	8	6.4	8		
(19) Inadequate equipment	71.8	42.9	9	36.1	74	17	23	9	3.7	9	3.7	9		
(20) Physical classroom poor	75.0	40.8	10	34.2	60	36	23	18	1.8	10	1.8	10		
(14) Children unsanitary	74.5	39.7	11	33.3	74	17	23	29	3.7	11	3.7	11		
(31) No help with discipline	68.5	35.9	12	30.1	77	12.5	26	15	4.1	12	4.1	12		
(36) Assembly programs	77.7	34.2	13	28.8	63	30	26	12	4.1	13	4.1	13		
(32) Grading children	78.3	34.2	14	28.8	91	7	23	8	4.1	14	4.1	14		
(9) Lack mastery of subject	79.9	32.6	15	27.4	94	3.5	23	14	3.7	15	3.7	15		
(38) Housekeeping	80.4	32.6	16	27.4	83	11	17	22	2.7	16	2.7	16		
(7) Poor lunch facilities	65.7	32.6	17	27.4	60	36	17	27	2.7	17	2.7	17		
(34) Inadequate supplies	69.0	32.1	18	26.9	63	30	3	39	.5	18	.5	18		
(17) Too many papers to mark	70.2	27.1	19	22.8	74	17	29	7	4.6	19	4.6	19		
(28) Dislike visitors	67.3	26.6	20	22.4	71	21	20	20	3.2	20	3.2	20		

a Derived from frequencies of those experiencing extremes, considerable, and some, concern.

b Absolute rank determined by frequencies of those giving lower degrees of concern.

c Highest per cent of total vote for women 84 per cent. (i.e. 184/219.)

d Highest per cent of total vote for men 16 per cent. (i.e. 35/219.)

**TABLE XIV (Continued)**  
**FREQUENCY AND SEVERITY OF DIFFICULTIES AS RANKED BY WOMEN AND MEN**

Difficulty	WOMEN N = 184					Pot. Recognizing Problem	MEN N = 35				MEN & WOMEN N = 219	
	Pot. Recognizing Problem	Rank Order of Frequency	Pot. Meeting Difficulty	Rank Order of Severity	Pct. of total Response		Rank Order of Frequency	Pot. Meeting Difficulty	Rank Order of Severity	Pct. of Total Response	Rank Order of Severity	
(4) Principal doesn't help	61.9	30	25.5	21	21.5	66	25.5	9	31	1.4	25	
(35) No guidance on records	70.1	19	25.0	22	21.0	54	40	17	25	2.7	23	
(27) Undesirable community	68.5	22.5	24.4	23	20.5	74	17	20	19	3.2	22	
(37) Principal inaccessible	63.1	26	23.9	24	20.1	60	36	20	21	3.2	24	
(40) Would like fresh start	70.1	19	23.4	25	19.6	74	17	17	26	2.7	20	
(25) Live too far from work	52.7	33	21.7	26	18.3	66	25.5	23	17	3.7	26	
(16) Making lesson plans	76.1	12	20.1	27	16.9	91	7	26	10	4.1	27	
(29) Schedule too full	62.5	29	20.1	28	16.9	71	21	23	16	3.7	28	
(18) Students antagonistic	59.8	31	16.8	29	14.2	74	17	14	28	2.3	29	
(5) Meeting opposite sex	44.6	39	16.8	30	14.2	60	36	9	34	1.4	30	
(39) Philosophy not grasped	62.5	28	14.1	31	11.9	71	21	6	36	.9	33	
(3) Inadequate social life	53.8	32	14.1	32	11.9	63	30	11	30	1.8	32	
(23) Untrained for grade	47.8	37	13.6	33	11.4	69	24	17	23	2.7	31	
(1) Co-teachers unfriendly	62.5	28	13.0	34	11.0	63	30	9	32	1.4	34	
(24) School too traditional	42.4	40	12.5	36	10.5	57	39	3	38	.5	37	
(6) No young co-teachers	52.2	34.5	12.5	36	10.5	60	36	9	33	1.4	35	
(33) Dislike meeting parents	72.8	16	10.9	37	9.1	74	17	6	37	.9	38	
(26) Non-teaching duties	52.2	34.5	10.3	38	8.7	63	30	17	24	2.7	36	
(11) Racial animosity	46.2	38	4.3	39	3.7	63	30	9	35	1.4	39	
(12) Religious animosity	48.9	36	.5	40	.5	63	30	3	40	.5	40	

a Derived from frequencies of those experiencing extreme, considerable, and some, concern.

b Absolute rank determined by frequencies of those giving lower degree of concern.

c Highest per cent of total vote possible for women: 84 per cent. (i.e., 184/219.)

d Highest per cent of total vote possible for men: 16 per cent. (i.e., 35/219.)



the total response so considering it. For the same problem (10), 89 per cent of the male respondents acknowledged that the problem existed, without reference to degree of personal concern; they placed it ninth in frequency of occurrence of problems cited; 57 per cent of the men considered it third in importance personally, and accounted for 9.1 per cent of the total response so considering it. The total group considered the problem as ranking in second place in consideration of severity when compared to all other items in the listing.

As far as replies by women were concerned, no serious dislocation of items is evidenced by a comparison of relative difficulty of items ranked here, with the listing of Table X, page 98. The replies of the men show a considerable shift in the position of a number of items. Among the first twenty items listed, several special emphases can be noted. Salary (2), the only item which was considered as a problem by all of either sex, was placed first in severity by the men. Individual differences (30), rated sixth by the women, was placed by the men in second place in absolute rank. Whereas over half the women found the children disinterested (13), less than one in four of the men did. Equipment (19), room conditions (20), supplies (34), lunchroom accommodations (7), were all ranked considerably lower by the men.

Among the second twenty items listed, other shifts may be noted. Percentage-wise, men indicated more concern over too many extra-curricular duties (26), 17 per cent as against 10 per cent of the women objecting. On the other hand, being allowed no time for extra-curricular activities (29), troubled men more seriously than women. Fewer men in proportion objected to the school neighborhood (27), and to the distance of the school from home (25).

Seventeen per cent of the men as against 14 per cent of the women indicated that they had been trained for a different grade or subject (23). Men were only half as concerned with opportunities for meeting members of the opposite sex as women (5), but were nearly as concerned about their social opportunities (3). Over one-fourth of the women complained of the lack of help given by the principal as compared to less than one in ten of the men. Twenty-three per cent of the women and 17 per cent of the men admitted that they would like to start all over and profit by the mistakes they had made.

#### Summary of Responses According to the Sex of Respondents

There are only a few differences in attitudes towards the problem situations as viewed by women and by men but they are important. The men are much more concerned about salaries. Conditions of work do not bother them in the degree that they do the women. Room facilities, equipment, supplies, are all considered of less importance as is such a convenience as proper eating facilities. The quality and the accessibility of the school neighborhood concern them less proportionately than these items do the women. Men also claim fewer personal concerns, although here the difference from the attitude of the women is not as large as might be expected.

The data here recorded—particularly in items with social connotation—give evidence that is supported and extended by observation, amplification of test replies in personal interviews with a sample of the respondents, and considered speculation. Further conclusions can be suggested but more objective study is indicated to determine whether the following statements,

important in implication, might not rationalize some of the difference in replies as given by men and by women.

While still in the minority, men in the elementary school have grown in numbers in the last decade or so, to a point where special attention to their needs may be indicated. Predisposition to certain difficulties is more enhanced for women than for men because of the preponderance of women teaching. Social problems would probably concern them more because their working associates are predominantly of their own sex. Perhaps because of their sex also, the conveniences would be of more importance to them as the results seem to indicate.

Men, on the other hand, would probably be more concerned about wages because of the nature of their family responsibilities. They indicated this in remarks added on the test form and in interviews where many advocated salary adjustment for heads of families.

The replies indicated that the women consider the opportunity to meet members of the opposite sex a matter of little importance, only one in six meeting it; it troubled less than one in ten of the men. This makes it appear that the opportunity provided women and men to make social contacts are not too unequal. This is obviously not true and might be questioned in view of the opportunities presented the men in normal school contacts. Perhaps a better explanation is that natural self-pride made the women teachers underestimate this really serious problem of theirs. The men's attitude about lack of social opportunities is more understandable. Initiative and resourcefulness are more necessary for the male elementary teacher than for the female to live a well rounded, social life outside of school. Profes-

sional societies for women far outnumber those for men. In interviews, the men expressed ambition for high school assignments and for administrative positions. The reason for this does not appear to be the association with the elementary child, since the replies show a good relationship to exist. Salary is undoubtedly a factor. Another might be a natural desire to be in positions where their own sex is not so outnumbered.

Many men were in special teaching positions, such as physical education or home mechanics where conventional classroom difficulties such as grading, disinclination of children to participate, and physical conditions are not pronounced, or where equipment and supplies are specially provided. Nearly twice as many of the men complained of non-teaching duties--the special duties in a school building. This may or may not suggest that men assume a greater proportion of these duties as is sometimes claimed.

Some of the conclusions reached in this summary are admittedly speculative and objective evidence might be difficult to obtain, but the reasons for teacher maladjustment must be explored on every level. All the differences between the opinions of men and women indicated are not of such disproportion as to warrant separate programs of induction, but it would seem expedient that some cognizance of the variability be made within any program.

### 3. Opinions of New Teachers on the Value of Certain Induction Techniques

In Part III of the questionnaire forms, the 219 new and beginning teachers indicated their opinions of the value of ten induction techniques found effective elsewhere. These techniques were listed as follows with the

original numeration of the questionnaire form retained:

- (1) An organized meeting of new teachers a few days before school opens conducted by the superintendent and his staff.
- (2) A chance to visit the school assigned to, and the room assigned to, before the first actual teaching day.
- (3) Chances to visit and observe classrooms of superior teachers.
- (4) An experienced teacher consultant assigned to me as a "Buddy."
- (5) A book of rules and instructions for the school.
- (6) A conducted tour of the Central Offices of the Board of Education.
- (7) Consultation privileges with Teachers College Specialists.
- (8) A welcome tea given by a parents' group.
- (9) A personal, unofficial meeting with supervisors, in order to become acquainted.
- (10) A look at courses of study and the available textbooks before assignment.

Table IV<sup>8</sup> shows the tabulation of the replies. The highest response was recorded for opportunities to visit and observe classrooms of superior teachers (3), for which 199, or approximately 91 per cent indicated they would like very much to see in practice. The lowest positive response representing 64, or 29 per cent, would like a welcome tea given by a parents' group (8). No practice named was disliked by more than the 19 per cent who did not want this welcome tea. Positive replies exceeded either of the other two categories in number in all items except the welcome tea and a conducted tour of Central Offices of the Board of Education (6).

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8 See Table IV, 115.

TABLE XV

OPINIONS OF NEW TEACHERS REGARDING  
CERTAIN INDUCTION PRACTICES

Practice <sup>a</sup>	Rank Order	Very Much		Neutral		Dislike	
		No.	Pct.	No.	Pct.	No.	Pct.
1 An organized meeting of new teachers a few days before school opens, conducted by the superintendent and his staff	5	144	65.7	54	24.7	19	8.7
2 A chance to visit the school and rooms assigned to before first actual teaching day	4	187	85.4	23	10.5	8	3.7
3 Chances to visit and observe classroom of superior teachers	1	199	90.8	13	5.9	5	2.3
4 An experienced teacher consultant assigned to me as a "Buddy"	6	115	52.5	64	29.2	38	17.4
5 A book of rules and instructions for the school	2.5	197	90.0	18	8.2	2	.9
6 A conducted tour of Central Offices of the Board of Education	9	82	37.4	97	44.3	39	17.8
7 Consultation privileges with Teachers College Specialists	8	107	48.9	88	40.2	22	10.0
8 A welcome tea given by a parents' group	10	64	29.2	110	50.2	42	19.2
9 A personal, unofficial meeting with supervisors, to become acquainted	7	108	49.3	94	42.9	15	6.8
10 A look at courses of study and available textbooks before assignment	2.5	197	90.0	16	7.3	4	1.8

a Lack of response was as follows: One did not reply to practices (2) and (6). Two did not reply to practices (1), (3), (4), (5), (7), (9), and (10). Three did not reply to practice (8).

✓ Six practices merited the approval of more than 50 per cent. Besides the 91 per cent who wanted class visitation, 90 per cent wanted a book of rules and regulations (5) and a look at courses of study and available textbooks before assignment (10). Eighty-five per cent would like a chance to visit the school and room assigned to before the first actual teaching day (2); 65 per cent would like an organized meeting of new teachers before the opening of school (1), and 53 per cent would like an experienced teacher assigned as a personal mentor (4).

Nearly 50 per cent would like to meet their supervisors in an unofficial way (9), and 49 per cent would like consultation privileges about their problems with teachers college specialists (7). Less enthusiasm was shown for a tour of the Central Offices (6) which practice attracted only 38 per cent of the vote.

The column indicating neither like nor dislike for the practices listed displays a rank order that is almost inversely considered as that of the enthusiastic replies of the first column and one which is very much similar to the ranking of the items by those who exhibited dislike.

No item drew more than 19 per cent of the disapproving checks. Three: the welcome tea (8), the central office tour (6), and the assigned adviser (4), clustered about this point. One in ten did not care for consulting privileges with specialists (7). Almost that number did not want a pre-school meeting (1). Almost 7 per cent did not want to meet their supervisory socially (9).

Men's replies as shown in Table XVI were not materially different from those of the women in the ranking of their preferences, even though the

TABLE XVI

PREFERENCES FOR CERTAIN INDUCTION PRACTICES  
AS DIFFERENTIATED BY SEX OF RESPONDENT

Practice	Likes Very Much				Dislikes Very Much			
	Men		Women		Men		Women	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
(3) Chance to visit superior teachers	28	80.0	171	92.9	2	6.0	3	1.6
(5) Handbook of rules	28	80.0	169	91.9	1	3.0	1	.5
(10) Pre-assignment look at study materials	27	77.0	170	91.4	0	0.0	4	2.1
(2) Pre-assignment visit to classroom	30	86.0	157	85.3	2	6.0	6	3.3
(1) Pre-school meeting of new teachers	22	63.0	122	66.3	5	14.0	14	7.6
(4) Personal adviser	19	54.0	96	52.2	7	20.0	31	16.8
(9) Meet supervisors	18	52.0	90	48.9	2	6.0	13	7.1
(7) Consulting privileges with experts	14	40.0	93	50.5	3	9.0	19	10.3
(6) Tour Board Offices	16	46.0	66	35.9	6	17.0	33	17.9
(8) Parents' tea	9	26.0	55	29.9	6	17.0	36	19.6

percentages within the sexes varied somewhat. More of the men in proportion would like a tour of the central offices (6) than women. More of the women in proportion wanted to visit classrooms of superior teachers (3), to have a handbook (5), to examine the courses of study (10), and to consult experts on their problems (7).

#### Summary of Opinion Regarding Induction Practices

In displaying a desire for specific induction practices, it was noted that the total votes cast for all practices exceeded in number all of the votes which were undecided, and all of the disapproving votes taken together, by over two to one. Nearly 50 per cent of all those replying wanted very much to see eight of the ten practices in use. Only 20 per cent



found practices they would dislike. These were three in number, two of which were concerned with matters closely personal: the assignment of a personal adviser, and a parents' sponsored tea of welcome. The third, a tour of central offices to learn of the services available, seemed to them relatively unimportant. The total votes of all checking a "very much" rating amounted to 1,400; those voting neutral votes numbered 577; disapproving votes numbered 194, and nineteen refused to indicate a response.

Of the practices listed, five were of such a nature as could be handled individually: (2), (3), (4), (7), and (10). Five were mass induction techniques: (1), (5), (6), (8), and (9). There is no discernable pattern in the ranking of responses to indicate which type, personal or group devices, was liked or disliked most. The techniques described could be administered variously by the Central Offices, the local training institution, the district offices, the local school-community--the four agencies most closely concerned with teacher induction.

#### D. Summary of Problems Experienced by New Teachers in Chicago, and their Opinions Regarding Induction Practices

The questionnaire study just analyzed was divided into three sections: (1) personal data of the new teachers, (2) frequency and severity of problems encountered by these new teachers, and (3) opinions of representative induction techniques expressed by these new teachers.

Part I revealed that the majority of teachers were graduates of the Chicago Teachers College and ranged from twenty to over forty years of age. They were mainly Chicago residents and thus not particularly concerned

about housing. As a whole, they declared themselves satisfied with their present assignments, well adjusted, and almost wholeheartedly pleased with their choice of career.

Part II revealed that the problems which concerned them most, outside of a general dissatisfaction with salary, were those relating to classroom difficulties. Noteworthy was the apparent lack of understanding of the nature of the child and the nature of his learning, on the part of the new teachers. Some mechanics of the classroom administration also troubled them, such as grading children, marking papers, and making lesson plans. Discipline seemed to be the greatest problem next to salary. Inability to cope with individual differences in children also rated high.

Problems related to administration, including building and equipment, presented difficulties to many of the new teachers. Inadequate equipment and supplies were scored fairly high. Lack of good teacher-principal relationship also troubled more than a third of the teachers.

The teachers ranked personal problems of adjustment to their co-workers and to the community consistently low. Some dissatisfaction was indicated with the travel necessitated in reaching their school building, and the undesirable school community, but the percentages here did not belie the responses in Part I of those who were satisfied with their present assignment.

There were few differences in the responses of men and women revealed except that men did not appear to be as concerned about the inconveniences of teaching as the women, but objected more strongly to the inadequacy of salary. They seemed slightly more adjusted to the children than

the women indicated they did.

Part III revealed that the new teachers voted heavily for any induction practice listed, scoring twice as many positive votes as the total of neutral and negative votes. They approved heartily of opportunities to visit superior teachers. Several pre-assignment practices also rated high: opportunity to examine the materials of study, to visit the classroom, and to meet in a group. They were slightly less enthusiastic about an assigned teacher-mentor, a parents' tea of welcome, and a tour of central offices of the Board of Education, but these practices were acceptable to a fairly large number. Of the ten techniques suggested, five were capable of mass application and five of personal application. No pattern evolved to show which type was liked or disliked more.

## CHAPTER V

### SUGGESTED INDUCTION PROCEDURES AND TECHNIQUES FOR A PROGRAM FOR THE CHICAGO SCHOOL SYSTEM

#### A. The Function of an Induction Program

The value to any organization of well-planned employee induction and training is evident if we consider the questions: What can a good program accomplish? First, through induction, the new employee is given information about the organization, its policies and regulations. This should be done in such a way as to help him feel at home quickly. Second, the new employee is instructed in the requirements of the specific job that he is to perform, so that he can as rapidly as possible meet standards for quantity and quality production and thus increase his earnings. Third, training enables present employees to acquire more and greater skills thus increasing their qualifications for promotions. Fourth, if employees are properly trained accidents, spoiled work, and damage to machines and equipment are reduced. Fifth, training helps employees to adjust to new methods and processes that are introduced from time to time. Finally, good training reduces dissatisfaction, absenteeism, and turnover, because it helps both new and experienced employees to use to the full their individual capacities.<sup>1</sup>

Borrowing a page from industry, and translating industrial terms into the appropriate educational equivalents, the school administrator can hope to achieve somewhat similar results with similar efforts. The importance of employing induction techniques is magnified for the school

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<sup>1</sup> Paul Pigore and Charles A. Myers, Personnel Administration, New York, 1947, 158.

administrator when it is considered that the "spoiled work, and damage to machines and equipment" mentioned above becomes a thwarted outlook on life and damage to personality and human dignity, when the mechanistic terms are changed into educational equivalents.

The philosophy underlying an induction program for new teachers must be achieved on special terms. Several studies, as has already been mentioned, have pointed out the fallacy of attempting a rigorously set induction pattern to apply to all teachers in all situations. Induction is primarily an individual process wherein individual problems are solved to the satisfaction of the person involved. As Smith said: any assistance to beginning teachers must be accomplished in terms of problems because "problems are attributes of the individual rather than of the immediate environment."<sup>2</sup> Wallace wrote of "diverse situational factors present in all schools and communities" which precluded establishment of arbitrary and externally imposed goals.<sup>3</sup> Tate stated bluntly that he considered no mass induction techniques of value to the individual.<sup>4</sup>

Despite the special requirements of any individual's orientation to a career of teaching, few situations present a unique problem. Evidence of

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<sup>2</sup> Henry P. Smith, "A Study of the Problems of Beginning Teachers," Educational Administration and Supervision, XXVI, May, 1950, 264.

<sup>3</sup> Wallace, "Induction of New Teachers into Service," North Central Association Quarterly, XIV, April, 1951, 388.

<sup>4</sup> Tate, "Induction of Elementary-School Teachers," Educational Administration and Supervision, XXVIII, 386.

the present study suggests that many problems are common to most beginning teachers. Supervision, properly planned and administered, while it may not be able to dispel all the difficulties which may be met by individual new teachers, can be helpful in relieving many of these problems. Such a program admittedly is not a panacea, but its inclusion in a school's personnel administration is warranted. It should, moreover, be considered not an excrescence but an integrated feature of the personnel administrative activities, coordinate with other teacher welfare policies.

The program to be suggested below is an attempt to provide a solution to induction problems posed by all sources consulted in the present study. Particular attention was paid to problems indicated by Chicago's own teachers in the exploratory study described in Chapter IV, but the problems revealed by the studies reviewed were also considered. Expansion and refinement of the program would depend upon further local investigations similar to that described in Chapter IV. In any case, the program should be developmental in character, undergoing continuous revision and evaluation in light of current circumstances.

Shockley warned that the methodology of induction must be a part of the total philosophy and machinery of operation which make the school system function.<sup>5</sup> He further suggested that the following basic principles should obtain in any induction program: (1) it must be acceptable to the inductees; (2) it must have a definite goal toward which efforts are focused;

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<sup>5</sup> Shockley, Induction of New Teachers, 94.

(3) it should be organized, administered and evaluated by an induction committee; (4) the organization, administration, and evaluation should include all teachers, old and new, teacher associations, the central offices, and the parent-teacher organizations; (5) responsibility should be clearly defined; and (6) administratively-sound procedures or practices should be used.<sup>6</sup>

Lawson's four criteria for an adequate induction program were that it must be purposeful, timely, authoritative, and comprehensive.<sup>7</sup>

In the Chicago School System, four main agencies operate which can facilitate an induction program for new and beginning teachers. They are (1) the Central Offices of the Board of Education, including the General Superintendent and his line and service staffs, (2) the local teacher-training institutions, principally the publicly supported Chicago Teachers College, but also including the several public and private universities and colleges in the area which provide teacher training, (3) the regional school district which coordinates the administration of groups of schools under a district superintendent, and (4) the local school-community employing the individual teachers. Other agencies which function independently but which can achieve their greatest contribution in the matter of induction by close cooperation and coordinated efforts with the four main agencies are national, state, and local teacher organizations, divisional and local parent-teacher organizations, and the individual new teacher.

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<sup>6</sup> Ibid., 96.

<sup>7</sup> See above, 45.

Each of the four main agencies can perform services for the beginning teacher which do not impinge on those performed by the other agencies. While this study has categorized difficulties in such areas as problems devolving upon personal adjustment of the teacher to social factors, to administration and plant, to pupils and their instruction, it is recognized that devices of induction cut across any such arbitrary classifications and also that the classifications tend to merge and overlap at many points. An induction program must be viewed as a preventive rather than as a remedial measure, hence, city-wide techniques should be directed for the most part, toward general objectives. Help in specific difficulties, of course, must not be neglected, but as it will be seen, personal adjustment can be aided better the closer the contact the agencies maintain with the individual teacher.

The time factor involved in the presentation of techniques assumes much importance as attested by the findings of nearly all the studies reviewed. Certain difficulties present problems only at specific stages of the new teacher's personal adjustment. The help given must be timed for his psychological readiness in order to be most effective for the teacher receiving it.

As a final consideration, in presenting induction techniques, care should be taken to assure their administration by those best fitted to do so by virtue of authority and ability. The help given should be positive, practical and correct. Temperizing, or using measures of expediency, are not solutions to problems. Aid must be enacted within a framework of definite policy and directed toward preformulated goals.



### B. The Goals of an Induction Program

The goals of an induction program may be listed as follows:

1. To aid the new or beginning teacher in overcoming difficulties which impede an adjustment to his job, and by so doing, to help him achieve maximum teaching efficiency, by means of administrative and supervisory aid and guidance.
2. To establish proper working relationships between the new teacher and the administrative and supervisory staff.
3. To establish effective relationships between the new teacher and the pupils.
4. To establish effective relationships between the new teacher and the school-community.

These goals may be made accessible by policies which attempt:

1. To recognize the necessity for the program by providing the requisite means and personnel to administer it.
2. By maintaining systematized channels of functioning, to charge specific agencies with providing the type of assistance for the new teacher which they are best adapted to perform, and to coordinate these efforts.
3. To present the help when it will be most useful.
4. To encourage an accumulation in a repository, of resource techniques, in excess of those which may ordinarily be used, to be drawn upon in special circumstances.
5. To provide means to reassess and evaluate the results of the program periodically, and to adapt the program in the light of these evaluations.

### C. The Role of the Central Office

The Central Office is responsible for administering most of the mass induction techniques. Besides its active participation in the induction program, to be described further, it maintains close liaison with the other agencies involved and coordinates the whole program. The scope of its operations is extensive. It begins in a mutual and cooperative association with the teacher-training institution in the selection of teacher candidates, in the training of these candidates in the light of curriculum requirements and current policies, in their practice-teaching or internship, and in their employment upon graduation in temporary and permanent teaching positions. Its relation to the school districts and to the individual school-community is an advisory and participatory one, interpreting policy and supplying resource personnel and induction materials. It also works in close conjunction with professional teacher organizations and the total resources of city-wide community organizations, calling upon them for their unique contributions and embodying these in its total program.

In its official capacity, the Central Office can consider such general policies as continuing administrative bulletins to department heads regarding the use of induction practices, make mandatory a lightened load for new teachers, establish a shortened-hour day during a "cadet" period for new teachers, provide for teacher visitation without loss of pay, study the problem of teacher-turnover in certain schools and study salary adjustments. It might inquire into the merit of assigning special "supervisory teachers" to aid in teacher orientation. It might also investigate the feasibility of

instituting a year of internship for all new teachers. This suggestion will be examined further when the role of the training institution is considered.

In order to assure coordination of effort the Central Office might enlist the services of an induction committee to administer the program under the head of the Department of Teacher Personnel. This committee would be composed of representatives of the four principal agencies, plus one each from each of the cooperating professional principal and teacher organizations and parent groups.

As induction practices, the Central Office can use any combination or all of the following techniques arranged as to the most effective time of use:

1. Before the assignment of the New Teacher

Previous to the selection of new teachers, the Central Office can inform the training institutions of its particular curriculum policies, administrative routines, local classroom management policies, and other local knowledges with which its teachers must be familiar, in order that the training curriculum can incorporate such information into its offerings.

The Central Office can provide liaison personnel to work with the college faculty in supervising the practice-teaching of student teachers which is offered in the schools of the system.

The Central Office can maintain a check on teaching performance of unassigned teachers working as substitutes in the system. It can further direct that these unassigned teachers participate freely on a voluntary basis in the induction and orientation practices conducted for regularly assigned

teachers.

The Central Office can conduct fair and reasonable examinations for permanent certification. These examinations should be announced as far ahead as possible and their results revealed to examinees as soon as possible. It should also determine and announce the character of the examination: whether general subject information or methodology is to be stressed.

The Central Office can determine early which teachers are to be assigned at a definite date and inform those to be assigned of the specific assignment as far ahead as possible. Notification can be accompanied by a cordial letter of welcome. Maintenance of the Teachers Reserve Group often provides a means to assess the new teacher's efficiency in a long-term leave or unfilled vacancy before he is regularly assigned to a school.

The Central Office may undertake when necessary to provide housing information, or assistance, if possible.

## 2. At the Time of the Assignment

As an induction procedure to be used when assignment is imminent, the Central Office can make all regular assignments of teachers effective at the beginning of the school semester.

The Central Office can assign teachers to schools near their homes whenever possible.

The Central Office can conduct a Pre-Assignment Conference of new teachers prior to their assuming teaching duties. Included in the agenda of this conference can be any or all of the following materials or information:

Introduction to the General Superintendent and his administrative and supervisory staff.

A handbook giving information of salary schedule, professional organisations and clubs, substitute teacher arrangements, probationary terms, teaching load, transfer regulations, welfare, including sabbatical and sick leaves, and workmen's compensation, and the means of two-way communication.

A booklet of the rules, regulations, and institutional policies of the Board of Education.

A teacher's personnel record blank to be explained, filled in, and returned to board files.

Institutional messages from representative staff members of the various bureaus, divisions, and departments, including Child Study, the Library, Public Relations, Payroll, Supplies, Instructional Materials, Exceptional Children, Handicapped Children, Pupil Health, Compulsory Attendance, Audio-Visual, Radio Council, Human Relations, Curriculum, and the subject matter fields of Physical Education, Art, and Music.

Institutional messages from representatives of the Parent-Teacher Association, national, state and local professional organizations, cooperating extra-school educational agencies such as museums, the Park District, art galleries, and others of this type.

A brief introduction to the philosophy of the schools.

Selected orientation films.

A conducted tour of the central offices.

A tea or social function, given in cooperation with local professional organizations.

### 3. After the Assignment of the New Teacher

The new teachers once assigned, the Central Office can issue, periodically, bulletins composed by the offices of auxiliary services, and directed towards their special interests.

The Central Office can maintain supervisory counsel and provide source personnel for continuance of the induction program through the other

agencies during the year.

The Central Office can institute continuing evaluative measures of the efficiency of its induction program.

#### D. The Role of the Teacher-Training Institution

The status of the graduate of Chicago Teachers College currently is the same as that of the graduate of any accredited college or university with the requisite number of hours of education and practice teaching insofar as teaching opportunities in the Chicago schools are concerned. Examinations are required in all cases. There are certain advantages which a local teacher-training institution under municipal control enjoys which do not accrue to other institutions, private or public. Curriculum planning, matters of policy, control of practice teaching, regulation--to some extent--of supply and demand of numbers, methodology, many orientation practices, and presentation of an integrated educational philosophy are among factors which can be controlled or regulated by administrative fiat. None of these factors operate in the program of any other training institution unless liaison has been established between the institution and the Chicago School System. Such mutuality of concern should exist in order that the programs of these institutions be adapted to local conditions for prospective teachers of the local scene. Many of the suggestions to follow presume such a relationship. For the most part, they are suggestions for Chicago Teachers College participation, although other teacher training institutions could follow them with profit.

Of greatest moment to the training institution is the matter of curriculum offering. Much further study is indicated in determining the nature of the training to be given and the ratio between general education and educational methodology to be offered.<sup>8</sup> Closely related is the problem of the advisability of a fifth year internship training which many authorities recommend as desirable in order that prospective teachers obtain a liberal background of general knowledge. Presupposing a post-graduate internship program, school examinations could test subject matter after four years of preparation, and test professional proficiency after the year's internship has been spent under a supervised induction program.<sup>9</sup> The training institution can profitably use any or all of the following induction techniques:

#### 1. During the Training of the New Teacher

The training institution can conduct vigorous recruiting campaigns.

The training institution can employ careful selection of its students.

The training institution can objectively determine its curriculum offering with due consideration given indicated needs of the Chicago Public School System.

The training institution can make sure its offerings meet the requirements of the Chicago School System.

The training institution can attempt to coordinate its program with those offered by other institutions in the area. Mutual areas of concern of

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<sup>8</sup> See above, 35.

<sup>9</sup> See above, 36.

these institutions dictate similarity of purpose, and to some extent, of method.

The training institution can work in cooperation with Central Office supervisory staff in supervising practice-teaching of its students.<sup>10</sup>

The training institution can investigate the possibilities of an internship program conducted under the combined supervision of its faculty and personnel of the Central Office supervisory staff.

## 2. Before the Assignment of the New Teacher

The training institution can provide information of all official requirements to prospective teachers seeking to take a certification examination.

The training institution can investigate the type of teacher examinations being offered by the Chicago Board of Examiners and assist its graduates in preparing for the examination.

The training institution can provide remedial courses for prospective teachers who have failed in one examination.

The training institution can assemble successful candidates for advice and counsel.

The training institution can encourage and sponsor alumni social clubs.

The training institution can provide directed interim courses for teachers awaiting assignment.

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<sup>10</sup> The system used by Cincinnati presents a model procedure.  
(See above, 53-54.)



### 3. Concurrent with the Probationary Period

The training institution can provide a Faculty Educational Council in which a faculty member is paired with a member of the Central Office supervisory staff and assigned specific probationers. The Council can meet the group of new probationers at specified times for common problems and the two advisers can visit their charges and provide individual counsel.

The training institution can conduct group conferences where problems are presented and solutions and evaluations are decided.

The training institution can provide extension courses which individual new teachers may take after counseling.

The training institution can lend its laboratory school for experimental purposes to its members attending extension courses.

The training institution can offer its professional library for use of the new teacher.

The training institution can offer demonstration lessons for the benefit of new teachers.

The training institution can provide its new teachers models of lesson plans and help with individual problems involving lesson plans.

The training institution can publish and distribute to its graduates a periodical service circular with success reports from the field.

The training institution can offer an orientation course for all new teachers conducted at school district level, with resource persons drawn from the district, the system, and the college officiating.

measure of the efficiency of its induction program.

### E. The Role of the School District

The school district is one step removed from the mass induction techniques offered by the Central Office and the training institution. Here only new teachers who are employed within the geographical boundaries of the designated district administered by its own district superintendent can be served. The nature of the induction practices can be more social and instructive in character than those offered by the Central Office. The practices can be somewhat akin to those offered by the training institution, except that the population is cross-sectional whereas the population served by the training institution is city-wide. The problems become more specifically related for this group inasmuch as the districts tend to more homogeneity of character than the city as a whole.

The induction program offered by the district is complementary to that offered by the Central Office, completing in more detail practices introduced to the massed group. Its pre-assignment duties are limited to induction practices which the substitute or cadet teacher may share with the regularly assigned new teacher. All suggestions listed below may be considered for use with substitutes and cadets as well as for new teachers.

#### 1. Before the Assignment of the New Teacher

The school district can conduct three or more of the pre-assignment sessions for new teachers inaugurated at the system-wide level. During

these sessions any or all of the following activities may take place:

An analysis of the teachers' handbook.

An analysis of the booklet of rules, regulations, and institutional policies of the Board of Education.

Detailed statements from the service and supervisory staffs of the Central Office.

Detailed statements from representatives of parent groups and of professional teacher organizations.

Selected orientation films.

An analysis of the statement of philosophy for the Chicago Schools and the major functions of living program.

A social gathering—to be repeated at intervals during the year.

Separate social gatherings for men and for women to be repeated at intervals during the year.

## 2. After the Assignment of the New Teacher

The school district, in conjunction with the training institution, can conduct orientation classes on a mandatory basis for new teachers.

The school district can amass data on which to base the content of these orientation classes by canvassing previous new teachers as to their needs and problems.

The school district can discover within its boundaries outstanding examples of lesson presentation by superior teachers which the new teachers of the district can be invited to witness.

The school district can conduct demonstration lessons on various grade levels, for all subjects, and for specific curriculum areas for the benefit of teachers especially concerned. This will tend to keep the

spectator groups small and facilitate the administration of the demonstration.

The school district can conduct workshops and institutes during the year. The purposes of these group meetings may vary with the interests and problems of special teacher groups, such as those interested in the transition from manuscript to cursive writing, those interested in teaching beginning note reading in music, those interested in a developmental arithmetic program, or in similar areas.

The school district can conduct, through special members of the supervisory staff, classes in special subjects such as art and music for teachers needing this help.

The school district can sponsor a service pamphlet of contributions by teachers within the district, edited by a committee of new teachers, for the purpose of interchanging professional ideas and recording data of a personal or social nature.

The school district can sponsor an interchange of new teachers between schools for periods of several days for purposes of widening the interests and broadening the views of the new teacher. This would come only after the teacher is firmly established.

The school district can act as liaison for new teachers in arranging for consultation on problems with members of training institution faculty and supervisory staff.

The school district can arrange for visitation and directed teaching of new teachers by members of the training institution faculty and the supervisory staff.

The school district can consider a plan for releasing new teachers one hour per day for directed inter- and intra- school visitation.

The school district can consider assignment of a staff of supervising teachers as recommended by the Strayer Report,<sup>11</sup> released from regular teaching duties, whose sole duty is directing and counseling designated groups of new teachers.

The school district can institute continuing evaluative measures of the efficiency of its induction program.

#### F. The Role of the School and its Community

Upon the school-community falls the major portion of teacher induction. Here the help becomes predominantly personal and requires that certain schools with large numbers of new teachers may find exacting. The school-community supplements the work of the other agencies and rounds it out into the complete induction program. It is an actual testing ground as it meets many of the teachers as substitutes or practice students before assignment. Its liaison with the district office and supervisory staff and the training institution should be close. Two-way lines of communication should be clear to expedite the various induction techniques employed. Special attention must be given at this level to resolve any difficulties revealed through the study of new teachers' problems which should be a continuous and developmental process. It is here also that the final evaluation of the new teacher is made which determines his competency. Often the failure which

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<sup>11</sup> See above, 62-63.

sometimes results is due to the neglect by the administration of proper induction techniques.

### 1. Before the Assignment of the Teacher

The school-community can provide its substitute teachers, especially those employed in long-term leaves or vacancies in the building, with the same assistance it gives its regular teachers.

The school-community can assist the unassigned teacher by disseminating information on certification examinations, providing professional reading material and practical advice on passing the examination.

The school-community can invite new teachers to the marking day session conducted in each school the Thursday before the end of each semester and concerned with the program for the ensuing semester.

The school-community can conduct at least one session of the Pre-assignment Orientation Workshop, the previous sessions having been conducted by the Central Office and the district office. At this session the following techniques may be employed:

An assignment of a carefully selected experienced teacher as a personal host throughout the induction period as needed.

Introduction to the faculty at a social session preceding the meeting.

A tour of the building showing all teacher and pupil facilities including lunchroom, washrooms, rest-rooms, means of exit, etc.

Introduction to the maintenance staff and other non-teaching personnel.

Information on the classroom of assignment.

Possession of personnel records of pupils.

Possession of copies of the areas of study, available textbooks, teachers' manuals, attendance record, teaching schedule.

Transportation information, including assignment to a travel-pool if possible.

Introduction to members of the parents organization and of the lay community.

Information on attendance record routine and duty rosters.

A tea or luncheon.

An unattended period in the classroom of assignment.

Possession of a school building handbook containing at least the following information. The form of the handbook should be of a semi-permanent nature allowing for inclusion of additional supplementary materials.

Statistical facts about building:

origin of name, phone number

Personnel and assignments

Accidents: handling and reporting

Money collections: kinds and procedures

Bulletin board in office

Assignment to duties and responsibilities

Fire- and air raid-drill regulations

Dismissal procedures

Schedule and procedure

for ordering supplies

Consultation arrangements

Audio-visual resources

Field trips: available resources, preparations, transportation arrangements

Calendar: meeting, dates reports and records due.

Hall and corridor regulations.

Substitute arrangements; building policy

Building rules for messengers

Responsibility for keys

Student lunch procedures

Teacher lunch accommodations

Use of the library

Special rooms for art, music, science, etc.

Committees functioning

Special building regulations

Arrangements for adjustment for children requiring individual attention

Parking arrangements

## 2. At the Time of Assignment

Should proper provision be made, the school-community can use the service of a building "supervising teacher" released from certain duties to

devote time to helping new teachers.

The school-community can provide a completed supervisory preparation of the classroom including a daily program, an attendance book, a seat plat, textbooks, copies of the areas of learning sheets, duty roster.

The school-community can provide free consultation opportunities with the principal.

The school-community can provide lunchroom facilities or information on the best lunch accommodations.

The school-community can provide a lightened teacher load and duty assignments for the new teacher. Provisions can also be made to insure few or no "problem" cases in the room.

The school-community can conduct regular meetings of new teachers based on needs expressed by them, and continuing throughout the year.

The school-community can give prompt, positive aid in the disciplinary problems of the new teacher.

The school-community can give prompt aid in helping the new teachers understand the problems of individual differences.

The school-community can inform the new teacher of arrangements for parent consultation.

The school-community can provide publicity of the new teacher's assignment for the community newspaper.

The school-community can allow for inter-school visiting hours for the purpose of observing superior teaching even though no provision for such visitation be allowed, by exercising local administrative authority.



### 3. After the Assignment of the Teacher

The school-community can arrange a visitation schedule of the new teacher by the principal and supervisory staff, periodically, and on call.

The school-community can provide separate counseling for new men teachers.

The school-community can assign new teachers to membership on an important committee, rotating them periodically to broaden the view of the new teacher.

The school-community can cooperate with the district office by pursuing the program carried on at that level, and making it pertinent to the local situation.

The school-community can conduct meetings, conferences, and workshops on any or all of the following topics, adjusted for local conditions and not necessarily in the order given:

Adjustment services, psychological and psychiatric

Administrative records and reports

Attendance regulations: absence, truancy, transfers

Atypical children program

Assemblies

Audio-visual materials available

Beautification of building and grounds

Building traffic regulations

Bulletins from Central Offices

Co-curricular activities: clubs, student newspaper, student government.

Collections sponsored and methods of conducting

Community problems: racial, religious, or others

Community resources

it. Curriculum interpretation and the teacher's responsibility toward

Discipline: school policies, aid for teachers

Equipment: kinds available, its care, procurement

Field trips: building regulations, kinds available, advice on best procedures

Fire- and air raid-drill: building regulations

Grading and evaluating pupil achievement

Health and safety, including accident reporting, first-aid, and pupil welfare

Housekeeping, including advice and regulations covering room decorations.

Individual differences: provisions, building policies

Lesson plans, including model plans and evaluation of teachers' long- and short-term plans in operation

Library facilities, including the coordinating function with the total program

Library of professional material available

Methods

Parent interview conventions, including scheduled and occasional sessions

Personal counseling opportunities

Religious instruction released-time program explained

Remedial instruction procedures

Report cards explained, assistance given

Requisitions: instructions for ordering and receiving supplies

Self-evaluating periods: check sheets provided

Special rooms and facilities in the building: adjustment, library, home mechanics, gymnasium, art, science, music, etc.

Substitute teacher for absences: arrangements in case of absence; instructions, and plans to be at hand

Teachers' efficiency marks: their importance and significance

Testing program: building participation; use of results

The school-community can institute evaluative measures of the efficiency of its induction program.

### G. Summary of Induction Procedures

The four main agencies which may administer the induction program most effectively have been given as (1) the Central Office and the administrative and supervisory staff, (2) the training institution, (3) the district office, and (4) the local school-community. National, state and local teacher organizations and the parent-teacher groups can participate best by lending their support to the administering and evaluating of the program as offered by the main agencies.

The Central Offices would be principally responsible for instituting policies and procedures of induction and encouraging the other agencies involved to give their support. The program would become an integral part of teacher welfare to be headed by a committee under the direction of the Office of Teacher Personnel. Goals should be decided upon which will result in the most satisfying and effective relationships possible within the shortest time between the new teacher and the staff, the pupils, and the school-community. The program should be purposeful, timely, authoritative and comprehensive.

The lines of authority and the areas of responsibility should be well defined but liaison among the agencies should be maintained and the execution of the techniques should retain a flexibility depending upon the circumstances: interchangeability of the agency executing techniques should be the rule. However, the administration should provide measures to insure fullest use of pertinent techniques. In the administering of the program, the Central Office becomes responsible for most of the mass techniques used, and for all of the city-wide activities. It can institute the city-wide orientation meetings that spread to the district and eventually to the school-community. It can maintain close contact with the training institution in the procurement of the best possible teachers and in their in-service training. It can best introduce the new teacher to the total services offered by the system, but it can leave to the other agencies the finer analyses and application of these services.

The training institution can best serve its function by interpreting its program in terms of the needs of the system it serves. Its duty to its graduates is best met by interpreting its in-service activities in terms of the needs of the teachers who participate. This can be done most efficiently by close cooperation with a large enough unit of the school system to maintain economy and not too large as to be unwieldy. The school district serves this function admirably.

The school-district—a natural division of the school system—has facilities, conditions, and problems which tend to be similar within its boundaries. It encompasses a sufficient number of schools so that classes conducted for new teachers would be concerned with a large variety of common

interests to be satisfied. It is a natural medium to present materials devoted to special areas such as grade-group interests, subject-group interests, and curriculum study in horizontal and vertical patterns. Group social functions can also be presented to which are attracted people with common interests and problems, and at a common stage in their careers. Supervisory personnel can also meet homogeneous groups in workable numbers at the district level, more so than at any other level. The authority of the district superintendent is a factor to be considered. He can institute portions of the induction program and follow them through to individual schools which might otherwise not participate to the fullest extent.

The individual school and its community has the greatest good to gain in an induction program. It also has the responsibility for administering the most personal of the techniques. The matter and manner of the techniques will differ with the needs of the school and of the new teacher assigned there, but in any case, all measures must be taken to insure the new teacher's personal adjustment to his individual job so that he may achieve his maximum efficiency as a teacher within the shortest possible time. It is here too that problems revealed through any questionnaire study of new teachers' needs must finally be resolved.

The impact of the total induction program can be fully realized through the wholehearted observance of all phases by all agencies designated to be responsible for them.

Table XVI and Table XVII<sup>12</sup> reveal in recapitulated form the practices heretofore enumerated, according to the agency which administers them. Table XVI deals with the various techniques which may be performed by the four agencies during the training of the new teacher and during the period before assignment. Table XVII fulfills the same purpose for the period covering the assignment period and into the teaching experience.

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<sup>12</sup> Table XVII, 148; Table XVIII, 149.

TABLE XVII

# INDUCTION TECHNIQUES WHICH VARIOUS AGENCIES CAN PERFORM AT EARLIER STAGES OF THE BEGINNING TEACHER'S CAREER

Agency	Techniques which may be used
Central Offices	<p data-bbox="227 256 248 602">Before the assignment.</p> <p data-bbox="248 65 337 826">Notify examiners of passing with welcome notes and exact assignment data as far ahead as possible.</p> <p data-bbox="337 65 433 826">Maintain Teachers Reserve Group of certified teachers in leaves and unfilled vacancies during initial probation.</p> <p data-bbox="433 65 502 826">Make regular assignments effective at beginning of semester.</p> <p data-bbox="502 65 536 826">Assign teachers to schools near home.</p> <p data-bbox="536 65 694 826">Inaugurate Pre-Assignment Orientation Conferences, first session to be held at system-wide level. Here, introduce central office staff and services, printed orientation materials, tour of offices.</p> <p data-bbox="694 65 728 826">A social event for all new teachers.</p> <p data-bbox="728 65 790 826">Inform graduates of all examination requirements.</p> <p data-bbox="790 65 852 826">Provide remedial courses for one-time failures.</p> <p data-bbox="852 65 886 826">Assemble successful candidates for counsel.</p>
Training Institution	<p data-bbox="728 65 762 880">Conduct vigorous recruiting methods.</p> <p data-bbox="762 65 797 880">Employ careful pre-selection.</p> <p data-bbox="797 65 858 880">Maintain continuous curriculum development in terms of needs.</p> <p data-bbox="858 65 920 880">Present all requirements for teacher certification.</p> <p data-bbox="920 65 982 880">Coordinate training programs with other training institutions.</p> <p data-bbox="982 65 1050 880">Cooperate with System in supervising practice teaching.</p>
School District	<p data-bbox="1050 65 1181 826">Officiate at three or more sessions of the Pre-Assignment Orientation Conference, developing topics introduced at higher level and analyzing printed orientation materials.</p> <p data-bbox="1181 65 1215 826">Social gathering of new teachers.</p> <p data-bbox="1215 65 1243 826">Provide orientation for substitutes.</p> <p data-bbox="1243 65 1304 826">Provide substitutes with information and assistance on certification examinations.</p>
School-Community	<p data-bbox="1208 65 1243 880">Actively supervise practice-students.</p>

**TABLE XVIII**  
**INDUCTION TECHNIQUES WHICH VARIOUS AGENCIES CAN PERFORM AT**  
**LATER STAGES OF THE BEGINNING TEACHER'S CAREER**

Agency		Issue periodical bulletins.	Provide source and advisory personnel.
Central Offices Training Institu- tion	Establish supervising faculty council for novices	<p>Conduct group conferences.</p> <p>Lend laboratory school.</p> <p>Present demonstrations.</p> <p>Distribute service circular with success reports from the field.</p> <p>Offer orientation course at district level.</p> <p>Cooperate with training institution in orientation course.</p> <p>Determine content of these courses by canvassing new teachers on needs.</p> <p>Sponsor a service pamphlet conducted by committee of new teachers.</p> <p>Arrange for consultation of teachers with supervisory staff.</p> <p>Arrange for supervisory visitation of teachers.</p> <p>Provide "supervisory teachers" for district with sole duty of counseling.</p>	<p>Provide extension courses.</p> <p>Offer library for use.</p> <p>Provide model lesson plans.</p>
School District		<p>New teacher social gatherings.</p> <p>Methods courses in special subjects.</p> <p>Model lesson visitation.</p> <p>Special workshops, institutes.</p> <p>Release teachers for visitation.</p> <p>Present varied demonstrations.</p> <p>Release a teacher "adviser."</p> <p>Scheduled, on-call supervision.</p> <p>Place newcomers on committees.</p> <p>Occasional recess coffee socials.</p> <p>Give positive aid in disciplining.</p>	<p>Interchange new teachers.</p> <p>Subject, grade, curriculum conferences.</p> <p>Provide consultation hours.</p> <p>Separate counseling for men.</p> <p>Inter-school visitation provided for.</p> <p>Lighten newcomer's load, duties.</p>
School- Commun- ity.	<p>Invite new teachers to Record Day.</p> <p>Building handbook.</p> <p>Orientation Confer- ence Session.</p> <p>Give personal host.</p> <p>Introduce to school, lay, personnel.</p> <p>First-day arrangements</p>	<p>Give information on teacher lunch facilities.</p> <p>Conduct regular meetings of new teachers on expressed needs.</p> <p>Inform of regular, organized means of parent consultation.</p> <p>Cooperate with district in orientation courses and make matter pertinent locally.</p> <p>Notify community newspapers of assignments and news-worthy accomplishments.</p>	



## CHAPTER VI

### SUMMARY AND CONCLUSIONS

The stated purpose of the present study has been:

1. To investigate the most typical and most pressing needs of new and beginning teachers in adjusting to their profession.
2. To determine the methods of meeting these needs which appear in research and in actual use by representative school systems.
3. To investigate the status of induction in the Chicago Public Schools.
4. To discover the needs expressed by Chicago teachers.
5. To suggest techniques for use by various agencies which may be coordinated into an induction program for new teachers in Chicago.

Due consideration has been given to the fact that new teachers tend to improve their adjustment to the profession through experience, but that measures can be taken to hasten this process. Needs recognized by the teachers and needs recognized by the administration must be met in an induction program. This program must be kept flexible and capable of adaptation to the special circumstances of the local situation. It should represent a synthesis of judgments on the results of research, the programs of other systems, and the needs discovered in the existing program.

In Chapter II a review was made of the literature to determine the problems encountered by new teachers and the attempts made in practice to

minimise these problems. The sources of information consulted included research aimed at the induction of new teachers, literature concerned with limited phases of recruitment, training and internship of new teachers, and specific administrative patterns of practice in selection, placement and in-service training of new teachers.

As a result of this review, several findings were presented:

1. A synthesis of the results of twelve studies enumerating the problems of new teachers was presented in textual form and in a tabulation, Table I, showing that instructional and pupil centered problems ranked highest, professional and administrative problems next, and personal and social problems last, in the opinion of new teachers.

2. Eight studies in induction techniques by various investigators were evaluated and coordinated with the findings of problems named by the new teacher. Tabulated data were made available in Table II.

3. The duties and responsibilities of the training institution, together with measures proposed for improved practices were presented, including personnel practices, curriculum development, the fifth-year internship, the post-graduate follow-up, and the matter of cooperation with other agencies.

4. An investigation into induction practices of proved benefit in actual practice in various school systems was undertaken. Reviewed were programs appearing in the literature and programs of six city-school systems who replied to requests for specific information. These represented six of eight systems which had been cited in 1929 for advanced induction programs.

Chapter III was a brief review of present induction practices in Chicago, contrasting the status of the program with conditions existing at the

time of the Strayer Report of the Survey of the Schools of Chicago made in 1931. Information on present day practices was gathered through interview and letters with Board of Education personnel, through articles in local educational periodicals, through institutional printed materials, and through observation.

Chapter IV revealed the results of an exploratory study made of the opinions of 219 new and beginning teachers on their induction needs and of measures suggested to help them in relieving some of these needs. The varied sources of their training indicated the necessity of a system-wide induction program. They recognized the existence of all problems suggested in a questionnaire study and indicated by their responses that the problems coincided generally in pattern with those discovered on the national level except for variations in ranking the severity of certain problems. There was some indication that minor adjustment of the program according to the sex factor should be made. Most of the teachers concurred in approving all the induction techniques suggested although there was no indication that they approved individually-applied techniques over those applied to the group as a whole.

Chapter V attempted to suggest induction practices designed to meet the needs indicated by all sources of research in this study: those enumerated by other investigations, and those revealed by the exploratory study in Chicago. These practices were assigned to one or more of the four agencies involved: the Central Offices, the training institution, the district office, and the school-community. The optimum time of execution of each of the techniques was designated: during the new teacher's training,

before assignment, at assignment, and concurrent with teaching. It was suggested that an induction committee, composed of representatives of the four principal agencies, plus one from each of the cooperating professional teacher organizations and parent groups, be selected to coordinate and administer the program under the Director of Teacher Personnel.

In no phase of any induction program was it implied that the individual new teacher is released of any responsibility for his own orientation. Induction is basically an individual process and wholehearted cooperation is expected of the new teacher in facilitating any program instituted towards this goal. Lack of cooperation is indicative of qualities which would prevent the new teacher from becoming an integral part of the whole social undertaking of a school system.

Throughout the suggested program several innovations in over-all school administration have been implied which could make the induction program more effective. Further study is indicated to determine the value and feasibility of instituting a number of provisions, among which are:

1. Establishment of a Teacher Induction Committee consisting of a representative from each agency involved and serving under the Director of Teacher Personnel.

2. Issuance of regular supervisory bulletins devoted to interests of new teachers during their first year.

3. Establishment of a lightened load policy for new teachers, including, possibly, a four-hour teaching day with the extra hour for counseling and visitation, and a lighter pupil-teacher ratio.

4. Investigation of circumstances which cause excessive teacher

transfer and turnover in certain schools.

5. Investigation of the benefits of a fifth year of teacher internship added to teacher training.

6. Creation of the position of "supervising teacher" attached to a district whose complete, or major duty is to counsel new teachers.

7. Establishment of a coordinating committee composed of representatives of all teacher-training institutions in the Chicago area for purposes of unifying the offerings in the institutions.

8. Establishment of a scheduled Pre-school Orientation Workshop the week preceding the start of each semester.

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## APPENDIX I

A COPY OF THE QUESTIONNAIRE PRESENTED TO 219 NEW AND BEGINNING  
CHICAGO TEACHERS DURING APRIL AND MAY, 1951

Dear Newly Assigned Teacher:

A study is being made of induction practices for newly assigned teachers. Your cooperation in filling out the questionnaire below will help greatly in evaluating the present methods, and suggesting improvements for the benefit of future teachers when they enter service. Please indicate an answer to every question. It is not necessary to sign your name.

### PART I

#### PERSONAL DATA

- |   |              |             |
|---|--------------|-------------|
| 1. Male _____ Female _____  |              |             |
| 2. Age: Under 20 _____ 20-30 _____ 30-40 _____ Over 40 _____  |              |             |
| 3. I am a graduate of Chicago Teachers College<br><u>OR, IF NOT</u>                                     | YES<br>_____ | NO<br>_____ |
| 4. I am a graduate of _____   |              |             |
| 5. I have taken courses at Chicago Teachers College   | _____        | _____       |
| 6. I am satisfied with my present assignment  | _____        | _____       |
| 7. I found the manner of my induction into the<br>Chicago School System satisfactory                    | _____        | _____       |
| 8. Finding housing for myself has been a problem  | _____        | _____       |
| 9. I find these orientation lectures helpful  | _____        | _____       |
| 10. I am glad I chose teaching for a career   | _____        | _____       |
| 11. Except for practice teaching, cadeting, and sub-<br>stituting, this is my first teaching experience | _____        | _____       |
| 12. I feel well adjusted to the Chicago School System   | _____        | _____       |

PART II

Please indicate the way YOU feel that each statement, in general applies to you.

CIRCLE numeral 1 if the situation gives you EXTREME CONCERN  
 CIRCLE numeral 2 " " " " " CONSIDERABLE CONCERN  
 CIRCLE numeral 3 " " " " " SOME CONCERN  
 CIRCLE numeral 4 " " " " " LITTLE CONCERN  
 CIRCLE numeral 5 " " " " " NO CONCERN  
 CIRCLE numeral 6 if the situation would not apply to you

- |   |             |
|---|-------------|
| 1. Many members of the faculty are unfriendly.  | 1 2 3 4 5 6 |
| 2. My salary is inadequate.   | 1 2 3 4 5 6 |
| 3. My social life is inadequate.  | 1 2 3 4 5 6 |
| 4. My principal gives me no help.   | 1 2 3 4 5 6 |
| 5. It is difficult to meet eligible members of the opposite sex.                        | 1 2 3 4 5 6 |
| 6. There is no one near my age assigned to my school.                                   | 1 2 3 4 5 6 |
| 7. There is no decent eating place at, or near, school.                                 | 1 2 3 4 5 6 |
| 8. The children don't learn as quickly as I expected.                                   | 1 2 3 4 5 6 |
| 9. I have to review the subject matter I have to teach.                                 | 1 2 3 4 5 6 |
| 10. Disciplining takes a great deal of my time.   | 1 2 3 4 5 6 |
| 11. I find it hard to adjust to the children because of racial differences.             | 1 2 3 4 5 6 |
| 12. I find it hard to adjust to the children because of religious differences.          | 1 2 3 4 5 6 |
| 13. The children have no initiative in their studies.                                   | 1 2 3 4 5 6 |
| 14. The children do no bathe frequently enough.   | 1 2 3 4 5 6 |
| 15. It is hard to interest the children in their lessons.                               | 1 2 3 4 5 6 |
| 16. I find it hard to plan my school lessons.   | 1 2 3 4 5 6 |
| 17. I have too many papers to grade.  | 1 2 3 4 5 6 |
| 18. My students are antagonistic.   | 1 2 3 4 5 6 |
| 19. My room has inadequate equipment, such as blackboards, bulletin boards, desks, etc. | 1 2 3 4 5 6 |
| 20. The lighting, ventilation, or heating in my room is inadequate.                     | 1 2 3 4 5 6 |
| 21. I don't have enough textbooks for the children.                                     | 1 2 3 4 5 6 |
| 22. I don't think my teaching methods are entirely adequate.                            | 1 2 3 4 5 6 |
| 23. I am not teaching the grade and subjects for which I am prepared.                   | 1 2 3 4 5 6 |
| 24. My school does not approve of modern methods.                                       | 1 2 3 4 5 6 |
| 25. I travel too far daily to get to my school assignment.                              | 1 2 3 4 5 6 |
| 26. I have too many extra-curricular duties.  | 1 2 3 4 5 6 |
| 27. The neighborhood in which the school is located is undesirable.                     | 1 2 3 4 5 6 |
| 28. Visitors make me so nervous I don't do a good job when they're in my room.          | 1 2 3 4 5 6 |
| 29. I have no time for extra-curricular activities.                                     | 1 2 3 4 5 6 |

- |  |             |
|--|-------------|
| 30. The wide ability span of the children makes it hard to teach them all.                     | 1 2 3 4 5 6 |
| 31. I don't get much help with my discipline problems.   | 1 2 3 4 5 6 |
| 32. Giving report card marks is very hard.   | 1 2 3 4 5 6 |
| 33. Meeting the parents is a task I dislike.   | 1 2 3 4 5 6 |
| 34. I can't get enough supplies such as paper, pencils, etc.                                   | 1 2 3 4 5 6 |
| 35. Directions given for paper work, records, and reports are not clear.                       | 1 2 3 4 5 6 |
| 36. Assembly programs are a great worry to me.   | 1 2 3 4 5 6 |
| 37. The principal is difficult to talk to or consult.  | 1 2 3 4 5 6 |
| 38. I have trouble keeping my room looking tidy.   | 1 2 3 4 5 6 |
| 39. I can't understand the philosophy of the school.   | 1 2 3 4 5 6 |
| 40. Knowing what I have already learned, I wish I could start all over again with a new class. | 1 2 3 4 5 6 |

USE OTHER SIDE OF PAPER IF YOU HAVE ANY OTHER COMMENTS

### PART III

#### PRACTICES I WOULD LIKE TO SEE INCLUDED IN AN INDUCTION PROGRAM

CIRCLE numeral 1 if you would like VERY MUCH to see it used.

CIRCLE " 2 " " " NEITHER LIKE NOR DISLIKE to see it used.

CIRCLE " 3 " " " NOT LIKE AT ALL to see it used.

- |   |       |
|---|-------|
| 1. An organized meeting of New Teachers a few days before school opens conducted by the superintendent and his staff. | 1 2 3 |
| 2. A chance to visit the school assigned to, and the room assigned to, before actual first teaching day.              | 1 2 3 |
| 3. Chances to visit and observe classrooms of superior teachers.  | 1 2 3 |
| 4. An experienced teacher consultant assigned to me as a "Buddy."   | 1 2 3 |
| 5. A book of rules and instructions for the school.   | 1 2 3 |
| 6. A conducted tour of Central Offices of the Bd. of Ed.  | 1 2 3 |
| 7. Consulting privileges with Teachers College Specialists.   | 1 2 3 |
| 8. A Welcome Tea, given by a Parents' Group.  | 1 2 3 |
| 9. A personal, unofficial meeting with supervisors, to become acquainted.   | 1 2 3 |
| 10. A look at courses of study and available textbooks before assignment.   | 1 2 3 |

ADD ANY OTHER PRACTICE YOU THINK MIGHT HELP ON OTHER SIDE.

APPROVAL SHEET

The dissertation submitted by Marion Benedict Amar has been read and approved by five members of the Department of Education.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the dissertation is now given final approval with reference to content, form, and mechanical accuracy.

The dissertation is therefore accepted in partial fulfillment of the requirements for the Degree of Doctor of Education.

28 May 1952  
Date

Larry L. Whitman  
Signature of Adviser